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ABSTRACT

School counselors face identity crises since they must respond to the conflicting demands of students, faculty members, administrators, commercial and industrial interests, parents, and the local community. In order to defend themselves against public criticism, counselors must find a way of illustrating their effectiveness. Data obtained from an administration of the IRC Input-Output Analysis of Student Personnel Services (1971-73) was used to determine the performance (objectives, efforts, and outputs) of all Florida community college counselors and of Brevard Community College (BCC) counselors. The major conclusions drawn are: (1) counselors are an effective social force in educational institutions and will remain so as long as their services facilitate the goals of the institution; (2) counselors do have an identity problem; (3) a systems approach to the management of counselor activities can be an effective tool in defining and evaluating the role and effectiveness of community college counselors; and (4) counseling is functioning at a healthy and satisfactory level in Florida community colleges and at BCC. The author recommends the adoption of a systems model by BCC counselors; such as a model will determine the results of exact services provided and will measure the benefits in relation to cost to the institution. A review of pertinent literature and several tables and charts illustrating data are also included. (DC)

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THE COUNSELOR AS A SOCIAL FORCE: IDENTIFYING COUNSELOR ROLE AND FUNCTIONS IN THE COMMUNITY COLLEGE

By

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Brevard Community College

A Practicum presented to Nova University
in partial fulfillment of the requirements
for the Degree of Doctor of Education

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INTRODUCTION

STATEMENT OF PURPOSE

It will be the purpose of this paper to devote attention to the continuing counselor identity controversy as it applies to the community college counselor. The systems approach to management of counselor activities will be explored with the aim of better defining and evaluating the role and effectiveness of community college counselors. Data from the IRC Model For Input-Output Analysis of Student Personnel Services will be utilized as this study attempts to achieve four outcomes.

The first outcome will be an objectives assessment to determine levels of present importance for counselor objectives at Brevard Community College in relation to the average level of present importance for all Florida community colleges. The objectives assessments portion of this study will be treated in two parts. Part one will examine data concerning Brevard Community College staff and Brevard Community College student perceptions for the levels of present importance being placed on twelve counselor objectives at Brevard Community College. A test for significance of differences in the responses of these two groups, for all twelve objectives, will be conducted.

NULL HYPOTHESIS I

H_o: There is no difference between Brevard Community College staff and Brevard Community College student mean score responses for the level of present importance being placed on the twelve counselor objectives at Brevard Community College.

Alternate Hypothesis: $H_I \quad U_1 \neq U_2$

Part two will be a comparison of data concerning perceptions of Brevard Community College students and those of Florida community college students for the level of present importance being placed on twelve counselor objectives by Florida community colleges. A test for significance of differences in the responses for these two groups, for all twelve objectives, will be conducted.

NULL HYPOTHESIS II

H_o: There is no difference between the mean scores of Brevard Community College students for the level of present importance being placed on the twelve counselor objectives by Brevard Community College, and the average mean scores of Florida community college students for the level of present importance being placed on said objectives by Florida community colleges.

Alternate Hypothesis: $H_{II} \quad U_3 \neq U_1$

A formula will be designed so that various ratings for the perceived level of present importance being placed on counselor objectives can be assigned.

The second outcome will be an efforts assessment to determine the cost per FTE per objective which is expended by Florida community colleges to accomplish the twelve counselor objectives. Examination of the data showing the cost per FTE per objective for Brevard Community College and the Florida community colleges state-wide average cost per FTE per objective will indicate levels of effort expended on the twelve objectives. A test for significance of differences between the cost expended per FTE, for all twelve objectives, for Brevard Community College and the computed average for all Florida community colleges will be conducted.

NULL HYPOTHESIS III

H_o: There is no difference between the cost per FTE which Brevard Community College expends to accomplish the twelve counselor objectives and the computed state-wide average cost per FTE for Florida community colleges to accomplish said objectives.

Alternate Hypothesis: H_{III} $X_4 \neq X_5$

The third outcome will be an output assessment to determine the extent counselor programs were successful in accomplishing the selected objectives. Examination of data showing Florida community colleges' staff and student responses to specific criterion for each objective will reveal their perceptions for levels of counselor effectiveness. A formula will be devised so that a rating may be assigned for levels of perceived counselor effectiveness.

The fourth outcome will be to stimulate discussions of counselor identity at Brevard Community College. This will be accomplished through the development of a handbook proposing a future base for the role, function, and evaluation of Community College Counselors. Counselor role justification will be founded in those services which counselors perform to facilitate the established goals of the community college. This handbook will be discussed by the Brevard Community College counseling staff, Cocoa Campus. Their response, directed toward adopting such a document as a guide to manage and evaluate counselor unit activities at Brevard Community College will be presented in this study.

BACKGROUND AND SIGNIFICANCE

SIGNIFICANCE OF PROBLEM

There is no question about the fact that counselors are needed to work within the educational setting and assist students in dealing with their school related concerns. However, the question of whether counselors represent a force capable of creating desired social change has been raised by The National Advisory Council on Vocational Education (See appendix, page 2). Others have also attacked counselors. Brammer writes (2), "They are criticized by other helping professions for their superficiality, and they are being dispossessed of their basic helping functions by school psychologists and social workers.....Counselors are being called upon increasingly to function as psychological specialists in behavior change...." A stimulus for such criticism may be a failure of all concerned to accept the uniqueness of traditional counselor roles. This includes counselors who take a narrow view of their functions and focus their energies only on tasks of high personal interest. For some counselors (O'Banion: 3) this will be to operate at a sophisticated psychological level, helping students solve highly intense, personal-social problems and reject such meaningful activities as educational-occupational decision making as being routine or trivial. For other counselors the reverse will be true.

While some counselors will seek to structure their tasks to meet personal preferences, students often expect them to be miracle workers who serve as buffers between themselves and faculty or administrators; or to generally be a walking encyclopedia of knowledge. Faculty members frequently view the counselor as their resource person who should be readily available when needed to assist in handling specific problems with students. Administrators would often like the counselor to be a personal extension of themselves--one who would carry out college policies and administrative decisions in routine, docile fashion. Business, labor and even government agencies see the counselor as one who guides students into and out of careers, depending on the local, state, and national manpower needs of the time, regardless of student interests, talents, or desires. Parents seek a source of accurate information and hope counselors will reflect and instill those particular values and attitudes cherished by themselves and the community. As taxpayers and legislators, citizens are insisting on a proper accounting of counselor performance for the amount of dollars spent.

Until recently, accurate measurements of counselor endeavors were not held to be a realistic possibility because counselors often deal with maladoptive student behavior and utilize abstract concepts of the affective domain. Such a situation seems to have added confusion to the counselor role -- "Just what does he do?" Even so, counselor services continue to be given high priority within the educational system. Counselors, themselves, have been so engrossed in trying to provide good service that they have not taken time to develop adequate measurement techniques which provide the data to tell others what or how well they are doing. Community college counselors, like other educational counselors, have searched for effective ways to deal with public criticism. While there seems to be no agreement as to a specific evaluation technique

for counselor services, the systems approach holds some promise. It, first of all, will allow counselors to define and evaluate their activities in terms of specific objectives that facilitate the goals of the community college. Secondly, the systems approach will reflect the costs of counselor services to the institution. Therefore, the systems approach would appear to offer counselors a positive base from which to defend against the above criticisms.

REVIEW OF LITERATURE

THE COMMUNITY-JUNIOR COLLEGE MOVEMENT

The community-junior college is uniquely a 20th Century American institution. Originally it was proposed as an extension of the high school so that the university would be free from the necessity of providing the first two years of liberal arts education for their students.

The first junior college in America was established in 1901 as a result of the efforts of William Rainey Harper (5). After a slow start, the community-junior college movement mushroomed throughout America in the last decade. Thornton offers three factors for the continued growth of the community-junior college (6):

1. The development of the ideal or concept of the junior college
2. The continued growth of wealth in the United States, and
3. The social phenomenon known as "the American Dream" or belief, that society is expected to provide as much education as any individual desires and can profit from.

A vigorous need for a post-secondary educational opportunity for all Americans was stimulated during the 1960's, right after "Sputnic" and the resulting U.S. - Russia race for the moon. It was during this time period that community-junior college enrollments exploded and many states began legislation allowing the community-junior college to become a totally separate and independent post-secondary educational institution.

The comprehensive community college of the 1970's can best be described by its stated purposes and goals such as those of Brevard Community College (7):

PURPOSE

It is the purpose of Brevard Community College to provide each citizen of Brevard County with the opportunity to pursue knowledge and gain a more rewarding life through self-enrichment. This is accomplished through the College's educational and community service programs. In an effort to provide each person with the maximum chance for success, individual progression is emphasized in both the academic and occupational areas. Members of faculty and administrative staff are constantly searching for and implementing more effective and efficient methods of fully achieving the College's purpose.

GOALS AND OBJECTIVES

The goals and objectives of BCC are to provide:

the first two years of a baccalaureate degree program

vocational and technical programs to prepare for employment or to supplement current employment

courses of a cultural, occupational, and avocational nature

academic, vocational, and personal counseling services

centers for community activities and cultural enrichment

In so doing, the College wishes to foster the enrichment of the cultural, civic, recreational, and occupational life of the community it serves.

THE SCHOOL GUIDANCE MOVEMENT:

In the last forty years many volumes of literature have been written on the subject of school counselors and counseling services. Many practioners and/or counselor experts have offered their own unique impressions to the discussions about the role and effectiveness of school guidance services in general and counseling in particular. Basically, all advocates of school guidance programs, including those in community junior colleges, have emphasized personal counseling to facilitate the personal growth of students.

The school guidance movement, like the community college movement, began about the turn of the 20th Century. Frank Parson is credited with starting the guidance movement when he attempted to aid the unemployed by establishing the Vocational Bureau in Boston, in 1908 (8). The National Vocational Guidance Association was established soon afterward and first defined guidance as, "a process of assisting an individual to choose, enter and progress in an occupation." (9)

External social and economic forces have had a great deal of influence on the development of the school guidance movement. Stewart and Warnath discuss several of the most significant forces, (itemized below) that have affected and changed the direction of school guidance (10).

1. Testing for individual differences was introduced into the U. S. by 1916.

2. During WWI group intelligence tests were used to help with determining manpower placement in the military.

3. During the 1920's and 1930's, a counseling technology appeared with Williamson's counselor-centered approach and Roger's client centered model.

4. During the depression years:

   A. The Carnegie Foundation funded the national conference to discover ways to combat unemployment.
   B. The federal government established the Employment Service to reduce the number of unemployed and serve as a clearing house for information about jobs and to assist with job placement.

5. Universities began research to improve aptitude tests and study social problems and ways for counselors to be effective.

6. The National Defense Education Act of 1958:

   A. called for counselors to encourage academically able students to enter science and other related fields.
   B. provided for university institutes for the training of more counselors.
   C. provided for a counselor idenity separate from that of the teacher.
   D. stimulated the employment of full-time counselors.

The National Defense Education Act ushered in the period of massive post-secondary educational opportunities for Americans.

TRADITIONAL CONCEPTS OF GUIDANCE AND COUNSELING SERVICES

Because community-junior colleges grew out of the K-14 educational system, secondary level guidance services were continued as a means to meet student needs. The value of counselors at these two educational levels have been effectively stated. For example: Conant (11) states, "...a high school staff should assist the student in the choice of his or her elective program....therefore, a good counseling system, I believe, is basic to the comprehensive high school." In specific reference to the community college, Brumbaugh (12) and Thornton (13) suggest guidance as aid offered to students for discovery of their talents and limitations - to clarify their goals and objectives and to make sound decisions in the areas of vocational and educational choice and personal problems.

What has been labeled as Guidance Services at the secondary school level, is often termed Student Personnel Services at the community college. Matson (14) describes Student Personnel Services as, "That portion of the college which provide out-of-class services to students...designed to facilitate the basic objectives of the institution." Thornton (15) states, "Student Personnel Services will include the guidance service with its multitude of functions: student activities, placement and follow-up, records, research and evaluation, and an administrative organization to carry out the services." The predominant community college concept of guidance is (16), "...a cluster of related services and functions, the most important of which is counseling." Froehlich (17) conceptualizes the counseling service when he writes about counseling as:

> A setting in which any student may discuss in confidence, with a counselor, any problem which concerns him. The problems which students bring to the counselors range from requests for information about relatively routine educational and vocational matters to requests for assistance in coping with personal adjustment problems. Whenever counselors are unable to furnish the help requested, the student is referred to other persons or agencies for assistance...Counseling services to students are on a voluntary basis.

Counseling can occur on a one-to-one basis or in small group situations. Group counseling can have a variety of purposes ranging on a continuum from group guidance, which is primarily information giving, to group psychotherapy which involves working with individuals who have emotional problems. Group activity offers opportunity for group members to interact with each other, to attack common problems, to experiment with unique individual behavior, to experience a sense of belonging, to share feelings, to develop new understandings, and to have any number of experiences which may not be possible on a one-to-one basis.

COUNSELING AS A PROCESS

Some practioners prefer to describe counseling as a process. Ofman (18) for example, writes:

> Counseling is essentially a human, interpersonal process in which the relationship between the counselee and the counselor is central. Counseling is not merely a "technique" of interviewing, an instructional device, nor an assessment gleaned from IBM-scored testing instruments and read to one person by another. It is, rather, an encounter between two persons talking at times deeply and importantly, wherein communication is facilitated, understanding sought, and growth fostered, as a function of the special relationship established. The dimensions of this special relationship--one that involves risk, commitment, and courage on the part of both participants...

Viewing counseling as a process does not change the strategies of the counseling situation. Stewart and Warnath (19) find each real counseling situation contains much the same beginning and end. "It generally begins with an attempt by the counselor to understand a counselee and his situation, and ends with the counselee making some decisions or series of decisions in the light of his own understandings." Gelatt (20) considers counseling as simply a decision making process, wherein each client would define specific behavioral goals, collect and analyze data relevant to the problem, and evaluate alternatives in accordance with outcomes and consequences." Tyler (21) suggests that "Counseling is personalized

learning...the emphasis is on the learner as an ultimately responsible, choice-making individual whose choices will be a reflection of the sort of person he wants to be." In this context it is important to point out that counseling responsibilities should not be taken lightly by the counselor, the student or college administration. Tyler (22) cautions that, "Counseling is serious business. Across the counselor's desk come the aspirations and anxieties, the convictions and difficult choices that generate all the theories about human personality."

COUNSELING THE COMMUNITY COLLEGE STUDENT

Counseling opportunities at the community college are unique in terms of the clientele. No longer is the student body composed of only 18-21 year olds. Counselors at this level not only have to deal with a changing student population but a rapidly changing curriculum and uncertain economic and social conditions. Adult students are attracted to the community college by Technical, Vocational and Continuing Education programs and the absence of artificial admission barriers such as admissions tests. They bring with them a variety of needs and constraints not experienced at any other educational level.

Counseling adults in areas of educational and career planning takes on additional dimensions when the student's perceptions of his personal environment serve as a stimulus to consider the community college as an escape from unemployment, underemployment, or an otherwise hostile situation. Some adults face a continual search for satisfaction of that vague, undefinable feeling of self-fulfillment. In cases of that adult student who is changing his career or, the frustrated housewife who has not worked for a period of years, there may be complete ignorance of the five phases of career development. Therefore, counselors, because the student lacks appropriate information or work experience, must often deal with each of these phases (career awareness, self and career exploration, career planning, preparation, and placement) before final educational objectives can be determined. Each situation may be further complicated by a lack of finances, poor study skills, and other family or personal problems. Because community college students exhibit such a wide range of needs for assistance in reaching

decisions that affect their success in school work and life, and, because of severe human, social or economic limitations that affect some clients, it is the counselors who are best suited to provide assistance. O'Banion (23) writes, "The counselor, by virtue of his expertise and position, can focus on the specific problems of the student because he does not have classes to teach or a college to run."

Each counselor is painfully aware that there will be some cases he will not be able to completely resolve. Referral is the acceptable function in such instances. However, the counselor has the responsibility to encourage each client to utilize his own personal resources and environmental opportunities in the process of self-understanding, planning and decision-making. Tyler puts this type of situation in proper perspective when she writes (24), "Our job, as counselors, is not to remove physical and mental handicaps or to get rid of limitations, but to find sturdy shoots that can grow and flourish even though some of the branches of the plant are defective. Our <u>acceptance of limitations</u> and our <u>respect for strengths</u> go together..."

THE COUNSELOR ROLE CONTROVERSY

If in fact a counselor role crisis does exist, there should be logical reasons to explain why. A general observation can be made of the fact that counselors have different expectations placed upon them by each of the different groups they attempt to serve. Could it be that when counselors fail to perform or act as any group feels they should in a given situation, then counselors are judged in negative rather than tolerant terms? An even more important question could be, are there valid opportunities for conflict over counselor roles and can these be resolved? Although he does not specify counselors in his discussion, Dressel (25) cites several reasons why Student Personnel Workers have never been held in high respect as colleagues by the faculty. Among them are competition for institutional funds, criticism of the faculty, and an over-emphasis of personal-social development at the cost of intellectual development. Furthermore, he suggests that administrators and the general public tend to cast Student Personnel Workers into the role of policemen who are expected to

uphold institutional law and order. Therefore, those who encourage institutional changes to better meet student needs or who advocate greater student freedoms are likely to antagonize administrative officials.

Basic personality pattern differences between counselors and administrators seem to exist and may cause incompatible role expectations. Several studies cite real differences in the type of people who become counselors and those who strive for secondary level administrative positions. Kemp (26) found that counselors attempt to satisfy their needs primarily by understanding how others feel about problems, putting themselves in the place of others, and saying things which will reveal how others feel, whereas, principals tend to find need satisfaction by striving to be successful, solving problems, conforming, doing what is expected and being recognized as an authority. Chenault and Seegars (27) discovered that counselors and principals have different values. While both are dominant type personalities, principals tend to be more competitive and counselors are more tolerant, with principals placing a higher value on controlling situations. Reaves and Arbuckle (28) found that Deans of women were more authoritarian, persuasive, less sympathetic and understanding than were counselors. Mathewson (29) suggests a distinct priority line for occupational emphasis that separates the counselor from the administrator. The counselor is concerned primarily with student personal needs and educative functions while administrators are primarily concerned with institutional needs.

Advocates for counselors to adopt a sociological approach have gained some recognition. Such a role (Boy and Pine, 30) "...would allow counselors to deal primarily with institutional change thereby eliminating many problems which now require individual and group counseling." This role is not unfamiliar to counselors who are well aware that social or environmental change can have far reaching effects in terms of developing positive student behavior, easing of tensions, and even increasing the quality of student academic performance. However, the institution cannot fully utilize counselor talents in reconstruction efforts unless he has a direct part within the decision-making power structure.

Stubbins (31) suggests that counselors are relegated to the bottom of the hierarchial ladder in college organizational structures. Here they are expected to carry out policies and procedures about which they are rarely consulted. The fact that counselors are professionally prepared for their unique tasks for contributions to students and the institution becomes insignificant because his duties, style of performance and even professional integrity are completely in the hands of college administrators, regardless of their experience with or understanding of counseling as a profession.

Differences between counselor types and administrative types in areas of individual values, ways of seeking need satisfaction through work, and employee relationships certainly appear sufficient to create conflicts in counselor role expectation. Other groups and agencies also share responsibility for the counselor role dilemma (see appendix - pages 5-6 of 6th Report National Advisory Council on Vocational Education). This raises the question of who should determine the counselor's role in the community college?

Regardless of how others view counselor roles, counselors themselves should be involved in determining exactly how they will function. Such determinations can best be made on the basis of those skills which counselors possess and can apply to performing critical service for students and the college. Counselors can utilize their expertise to facilitate the goals of the community college in many ways. Several are listed below:

1. Assisting students and potential students in understanding and appraising their unique interests, talents and desires.
2. Assisting students in selecting career objectives, educational and vocational programs and courses in relation to their particular interests, capabilities and ultimate goals.
3. Encouraging student personal development, (i.e., social adjustment, self-actualization, problem-solving, self-direction), through individual and group counseling experiences.
4. Assisting the administration and faculty in reconstruction efforts that will alleviate student dissatisfactions and create a more relevant educational experience.
5. Assisting with institutional research in the areas of changing student needs and problems and with evaluations problems.

Stewart and Warnath (32) discuss three theoretical behavioral models around which specific counseling services can be organized to facilitate the goals of the colleges. Each of these models (cultural, developmental, and end goal) can be designed to provide purpose and visibility to counselor activities. Behavioral models are directly related to and sometimes used interchangeably with goal centered systems models. Counselors who are process oriented will find these models helpful.

GOAL CENTERED SYSTEMS APPROACH:

The Goal Centered Systems Approach can be applied to counselor activities for the express purpose of determining results of exact services provided and measuring the benefits in relation to cost to the institution.

An objective of goal centered or behavioral counseling models might be to bring about specific changes in the client's attitudes, therefore, (Vance 33) "The problem must be stated in terms of specific behavior change that the client would like to make." In other words, what observable behavior should the client be able to do differently when counseling has been terminated. The three basic steps in designing performance goals for counseling (34) are to:

A. identify terminal behavior or the performance goal by name
B. describe important conditions under which behavior will occur
C. specify the criterion of acceptable performance

Counselors may hesitate to adopt a behavioral approach to counseling but as pressures of accountability continue to grow, they might have no better alternative. Krumboltz (35) points out several benefits of the goal centered approach when he writes, "The result would be...(a) a clearer anticipation of what counseling could accomplish...(c) a facilitation of the search for new and more effective techniques for helping clients and (d) the use of different criteria for assessing the outcomes of counseling with different clients." Herr et al. (36) presents examples of how performance objectives (goal centered approach) have been applied to vocational guidance and counseling programs with emphasis on

developing student decision-making skills (see appendix, tables 1-2). However, these writers point out a danger for counselors who are not sophisticated in developing performance goals:"...selecting a career or occupation can be easily defined, however, selecting "the best" occupation may not be an appropriate behavioral solution. The appropriateness of a particular decision must be inferred from behaviors which precede the decision rather than from the events which follow it."

Stewart and Warnath (37) illustrate how the goal centered model may be applied to all areas and levels of counseling services. Examples include: the immediate goal level which could deal with a particular interview structure for a specific client response; the intermediate level is broader in scope, such as increasing counselee academic performance; and, the ultimate goal level might be to assist each individual to develop and to implement a clearly defined sense of idenity.

Woodruff (38) using the premise, "...the most meaningful learning experience comes about when the student recognizes the reason for learning a specific skill and the relevance of that skill to a plan for achieving his overall objectives as he perceives them," offers an activity flowchart for "Objective-Recognition Education System" model (see appendix chart 1). This model illustrates a way to integrate counseling and individual objectives into the total instructional program.

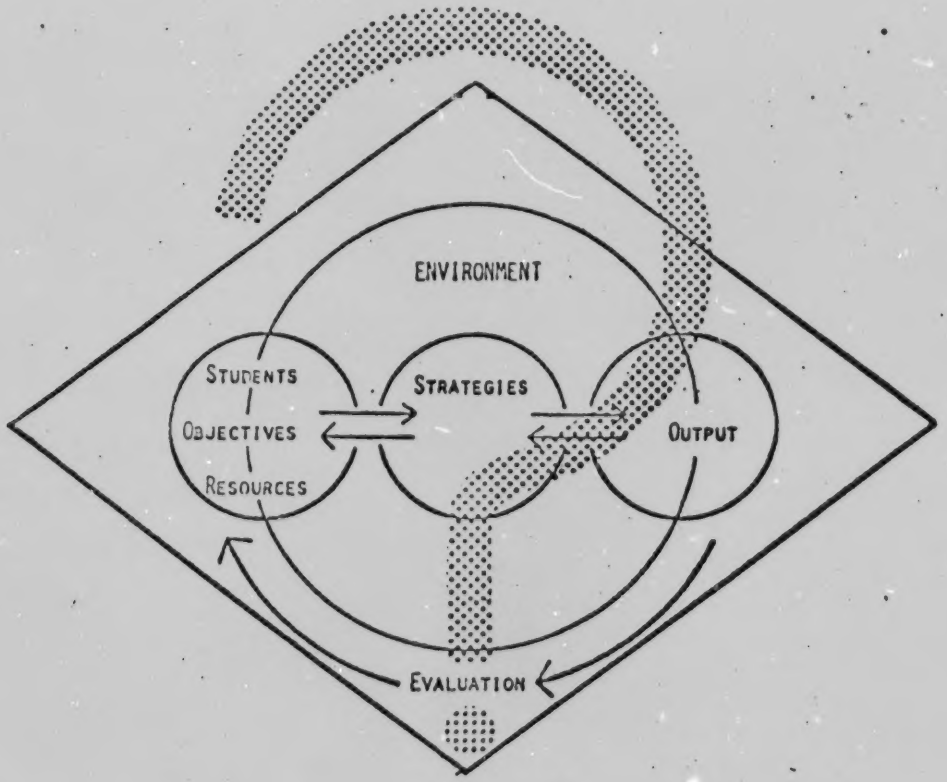
Hoseford and Ryan (39) discuss a systems approach model that is goal centered and can be used in guidance and counseling programs as an effective decision-making tool with the express purpose, "...to reduce complex problems and relationships to simple outputs." For simple counseling services their flowchart consists of six steps (see appendix chart 1). When concerned about the organization and functioning of a complex guidance or counseling program, they suggest a systems model involving at least ten major functions (see appendix chart 2).

Another management technique recently introduced in educational circles, that is closely related to the goal centered systems approach, is Planning, Programming, Budgeting, Systems, or the PPBS approach. This technique (40), "...systematically relates expenditures to the accomplishments of planned goals and programs in relationship to other programs." Utilization of the PPBS approach requires the

following general format:

A **Goal** Statement:	a general, timeless statement of broad direction, purpose, or intent without reference to a time frame.
Objectives:	statements which are measurable within a time frame and indicate specifically how the degree of achievement will be measured.
Program Analysis:	through the process of constraints, program description, and program evaluation, it is possible to focus on a problem and to generate alternative programs to correct the problem.

Implementation of the systems approach will allow the counselor to look at every factor which influences his activities and affects the outcomes. It would offer a scientific base for decision-making and experimentation with various techniques or styles, and to determine which were most successful. Using the systems approach as a means of establishing specific counselor objectives and a clearly defined role to accomplish those objectives appears to be educationally sound. An example of effective use of the systems approach for compiling data related to Florida Community College Student Personnel Services is clearly illustrated by the Florida Community Junior College Inter-Institutional Research Council. Under the direction of Dr. James Wattenbarger, this group collected data (41) "designed to assess the importance of objectives, how they are achieved, to what extent they are achieved, and how much it costs per objective per student in any given year." The IRC Systems Approach is graphically embodied in the following logo:



While many groups, agencies, and even counselors themselves share responsibility for the counselor role-identity dilemma, much remains to be done (for specific suggestions see appendix; page 6 (42) of the 6th Report, National Advisory Council on Vocational Education). In the meantime, counselor evaluation or accountability should not be over-emphasized to the point of distracting counselors from serving students. It is obvious that counselors now are being asked to explain what they are doing, where they are going, and be able to state what it will take to arrive. How much time counselors will be given to develop such a delivery system remains to be seen. In any event, counselors are now being called upon to document their activities. If counselors fail to accept this challenge then surely someone else will do the evaluations and make the decisions that rightly belong to counselors.

DEFINITIONS OF TERMS:

BCC: Abbreviation for Brevard Community College

Cost per FTE: Cost for each full-time equivalent student

FCC: Abbreviation for Florida Community Colleges

IRC: Abbreviation for the Inter-Institutional Research Council, an agency which serves the research needs of Florida Community Colleges

Social Force: The process of assisting and influencing others

Systems Approach: A management technique that tends to describe how a service works. It is designed to relate expenditures to the accomplishments of planned goals and programs and to pinpoint problem areas.

LIMITATIONS OF STUDY:

This study will deal with only twelve of the original forty-seven objectives in the IRC Report (43). These twelve objectives were selected because they comprise the majority of BCC counselor work load and relate directly to traditional counseling functions of student appraisal and student educational, vocational and personal decision-making.

The objectives assessment portion of this study will be limited to two comparisons. Comparisons will be of mean score responses for the level of present importance that these objectives are being given by Florida Community Colleges. Specific comparisons will be made between the responses of:

1. BCC Staff and BCC Students

2. BCC Students and FCC Students

The efforts assessment will be limited to one comparison of costs between BCC and FCC to accomplish these twelve objectives.

Other factors not fully explained in the IRC Report (43) may have limiting influences on this study:

1. The population samples are identified only as community college staff or as community college students.

2. The determination of the state-wide cost per FTE for each objective does not appear to be adjusted for such differential factors as institutional differences in staff salaries, staff-to-student ratios or institutional funding from state or local resources.

3. IRC designated counselor objectives may vary with assigned counselor duties and responsibilities at each institution.

ASSUMPTIONS GUIDING THIS STUDY:

This study is guided by assumptions that comparisons of FCC student and staff average mean score responses, with those of BCC, will give indications of the level of importance BCC and FCC gives to the twelve counselor objectives. Comparisons of cost factors will indicate the extent of effort BCC and FCC has put forth to accomplish said objectives. It is further assumed that:

1. The populations being compared are considered equal as they represent samples from each staff and student body of those Florida community colleges which participated in the project.

2. The reported data reflects accurate indications of costs to the institutions involved.

3. The reported data reflects accurate indications of staff and student perceptions for the level of present importance which each institution is placing on the selected objectives.

4. Selection of twelve counselor objectives from the forty-seven original Student Personnel Service Objectives will not invalidate the data or assessments drawn from the data.

5. The cost per FTE is an equitable measure of institutional effort to achieve each objective.

This study assumes that each of the twelve counselor objectives are equal to each other in terms of counselor values, emphasis and responsibility.

PROCEDURES

PROCEDURES FOR COLLECTING DATA:

Much data for this study was compiled from The IRC Model For Input-Output Analysis of Student Personnel Services. The design purpose and structure of this document is described below: (44)

> The IRC Model was developed through a 1971-1973 statewide student personnel services project of 26 Florida community/junior colleges.
>
> The model consists of three instruments: assessment of Student Personnel Services Objectives, Assessments of Outputs for Student Personnel Services, and Guide for Cost Analysis of Student Personnel Service Strategies.
>
> Forty-six personnel service objectives are used in the assessment of objectives. Those objectives were identified through statewide workshops of student personnel service practitioners and validated by having student and faculty respond to the importance of them. Further validity was established when the objectives were found to account for 90 percent of student personnel service salary money for participating colleges.
>
> In the objectives assessment, faculty members and students used a five point scale, with 1 as low and 5 as high, to rate selected objectives in terms of importance presently placed on them by their colleges and the importance they believe should be given them. In the output assessment, student and staff responses indicate to what extent student personnel service programs are successful in accomplishing the selected objectives. In the efforts assessment, responses from student personnel staff members are analyzed to determine salary costs of each objective.

Data collection for this study was facilitated by formulating several questions to guide and to contrast the relationship of responses for Brevard Community College with those computed as the average response for all Florida community colleges. In the objectives assessment, Table I, page 21, includes data to answer the question, What are the mean score responses of Brevard Community College staff and students and the mean score responses of Florida community colleges' staff and students, for the level of present importance being placed on counselor objectives? Chart I, page 23, illustrates data that answers the question, Are there observable differences in the mean score responses by Brevard Community College staff, Brevard Community College students, and Florida community college students, which indicates their perceptions of the level of present importance being placed on each objective by Florida community colleges?

Many questions were raised in the assessment of effort for Florida community colleges. Table II, located on page 24, offers data to answer the following questions:

1. Are there differences in the descending order of rank for each of the twelve objectives based on the greatest cost per FTE per objective for BCC and FCC?

2. Are there differences in the cost per FTE per objective for BCC and FCC?

3. Are there differences in the total costs per FTE for BCC and FCC to accomplish the twelve objectives?

4. Are there differences in the average cost per FTE for BCC and FCC to accomplish each of the twelve objectives?

5. What, if any, will be the difference in the total cost per FTE for BCC and FCC to accomplish the twelve objectives?

6. What, if any, will be the difference in the average cost per FTE per objective to accomplish each of the twelve objectives?

7. Where will BCC rank for each objective, in relation to all FCC, when each objective is considered in descending order of rank from the greatest cost expended per FTE?

8. Where will BCC rank, on the average, for all twelve objectives in relation to all FCC when rank is considered in descending order from the greatest cost expended per FTE per objective.

Data for Output Assessments will be presented only in statewide responses. Therefore, Tables 1-12 were created to show student and staff perceptions for the extent Student Personnel Services were successful in accomplishing the twelve selected counselor objectives within all Florida community colleges. Output assessment tables are located on pages 31-43 of this study.

OBJECTIVES ASSESSMENTS

TABLE I

CHART I

STUDENT PERSONNEL SERVICES SURVEY

MEAN RATINGS

OBJECTIVE	PRESENT IMPORTANCE	BREVARD COMMUNITY COLLEGE STUDENT	BREVARD COMMUNITY COLLEGE FACULTY	OTHER COMMUNITY COLLEGES STUDENT	OTHER COMMUNITY COLLEGES FACULTY
1. By the first week of classes, the student will know the following services are available and how to obtain them.	PRESENT	2.94	3.04	3.31	3.43
2. Before the new student starts into any program he will know the chances of his being able to successfully complete the program.	PRESENT	2.79	2.32	3.13	2.70
3. Before registration new students will know the kinds of vocational, technical, and college-parallel programs are available at the junior college.	PRESENT	3.32	3.13	3.56	3.41
4. By the time of registration each new student will have in writing the general requirements for the completion of his program.	PRESENT	2.98	3.05	3.35	3.40
5. Before registration new students will know if they need help in base skills such as reading, writing, or arithmetic.	PRESENT	2.43	1.87	3.11	2.98
6. Community college students will make and evaluate career plans as they progress toward graduation.	PRESENT	3.04	2.61	3.40	3.12

STUDENT PERSONNEL SERVICES SURVEY

MEAN RATINGS

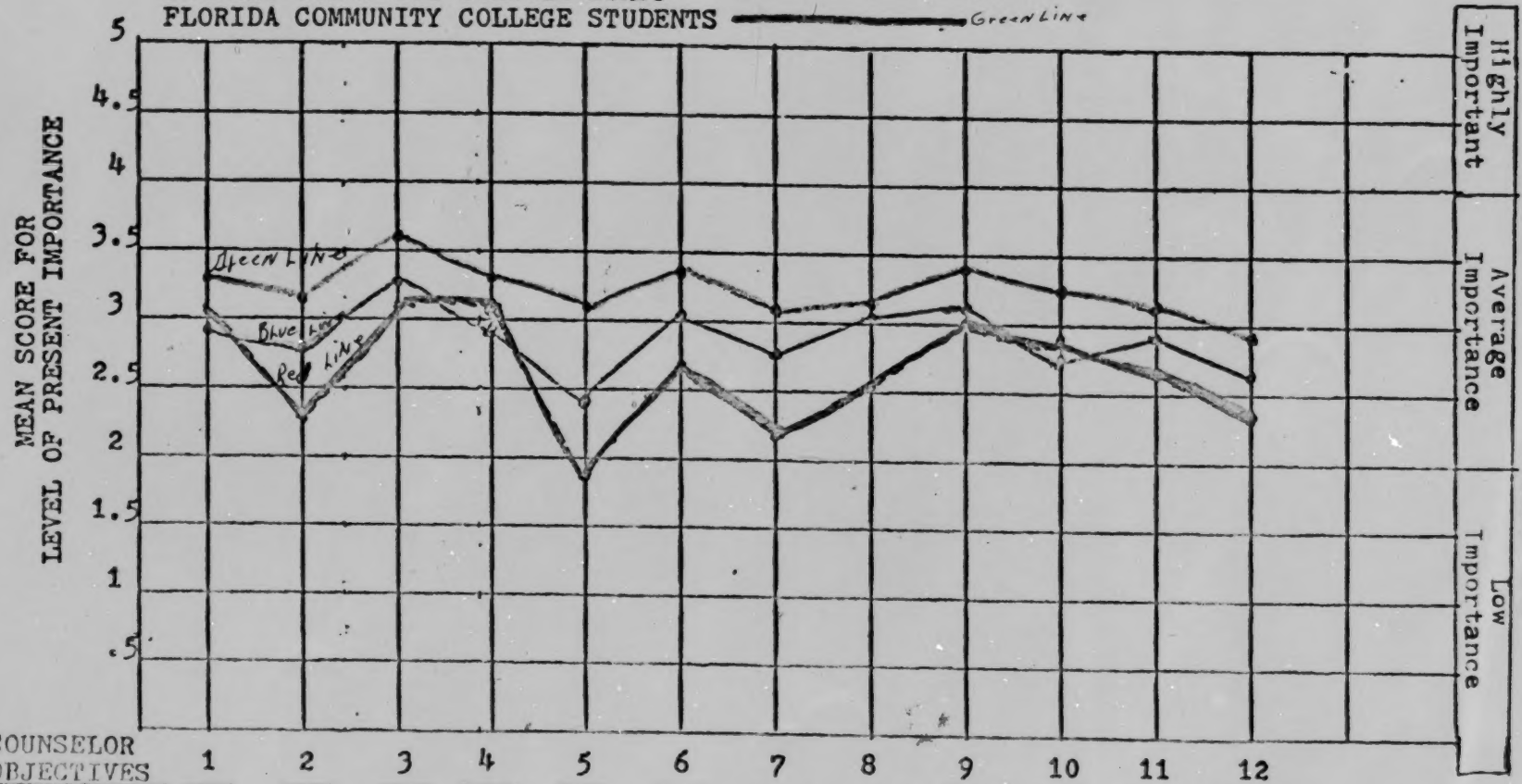
OBJECTIVE	PRESENT IMPORTANCE	BREVARD COMMUNITY COLLEGE STUDENT	BREVARD COMMUNITY COLLEGE FACULTY	OTHER COMMUNITY COLLEGES STUDENT	OTHER COMMUNITY COLLEGES FACULTY
1. By the first week of classes, the student will know the following services are available and how to obtain them.	PRESENT	2.94	3.04	3.31	3.43
2. Before the new student starts into any program he will know the chances of his being able to successfully complete the program.	PRESENT	2.79	2.32	3.13	2.70
3. Before registration new students will know the kinds of vocational, technical, and college-parallel programs are available at the junior college.	PRESENT	3.32	3.13	3.56	3.41
4. By the time of registration each new student will have in writing the general requirements for the completion of his program.	PRESENT	2.98	3.05	3.35	3.40
5. Before registration new students will know if they need help in base skills such as reading, writing, or arithmetic.	PRESENT	2.43	1.87	3.11	2.98
6. Community college students will make and evaluate career plans as they progress toward graduation.	PRESENT	3.04	2.61	3.40	3.12

CHART I The mean score responses for the "present level" of importance institutions give each of twelve (12) counselor objectives. Groups are:

BREVARD COMMUNITY COLLEGE STUDENTS ——— Blue Line

BREVARD COMMUNITY COLLEGE STAFF ——— Red Line

FLORIDA COMMUNITY COLLEGE STUDENTS ——— Green Line



COUNSELOR OBJECTIVES	1	2	3	4	5	6	7	8	9	10	11	12
Mean score Responses												
BCC STUDENT	2.94	2.79	3.32	2.98	2.43	3.04	2.75	3.05	3.12	2.89	2.94	2.64
BCC STAFF	3.04	2.32	3.13	3.05	1.87	2.61	2.20	2.58	3.02	2.92	2.66	2.48
FCC STUDENT	3.31	3.13	3.56	3.35	3.11	3.40	3.15	3.15	3.49	3.36	3.26	2.97

EFFORTS ASSESSMENTS

TABLE II

TABLE II INSTITUTIONAL COST FACTORS

Objectives Order Ranked For Cost Per Fte	Florida Community Colleges Objective	Florida Community Colleges Cost Per Fte	Brevard Community College Objective	Brevard Community College Cost Per Fte	Difference BCC Cost is From FCC Average	BCC Rank For Objective Within FCC Based On Highest Amount Spent
1	12	3.02	12	2.25		9th
2	10	2.88	10	2.24		5th
3	6	2.12	5	1.78		12th
4	8	1.92	1	1.67		14th
5	9	1.89	3	1.39		9th
6	11	1.74	2	1.34		16th
7	5	1.69	11	1.14		17th
8	1	1.65	8	1.10		17th
9	3	1.55	6	1.08		22nd
10	4	1.17	9	.95		17th
11	7	1.04	4	.86		17th
12	2	.88	7	.65		17th
Total Cost Per FTE For 12 Objectives	Total	$21.55	Total	$16.45	-$5.10	Ave. BCC Rank Within FCC 14th
Average Cost Per FTE For Each of 12 Objectives	FCC	$ 1.80	BCC	$ 1.37	-$ .43	

* Cost per fte was determined by dividing the cost of the objective (% of staff time required to achieve objective multiplied times annual staff salary) by the number of full-time equivalent students.

PROCEDURES FOR TREATING DATA:

Two tests will be conducted to determine if significant differences exist between group responses for the level of importance being placed on counselor objectives. One test will be conducted to determine if significant differences exist between institutional responses for efforts (cost) extended to achieve the twelve counselor objectives.

Data from Table I, Table II, and Chart I point up that observable differences exist between each sample group response for each of the twelve objectives. An appropriate statistical test will be used to determine if significant differences occur between those groups under study when their composite responses for all twelve objectives are compared. Each Null Hypothesis calls for comparisons of responses between two independent sample groups, therefore, the X^2 (chi square) test for two independent samples will be used because the respondents are clearly classified as independent groups and the observed responses under study are frequencies which fall into the discrete categories of local and statewide averages. For each test under H_o the observed frequencies are cast into a (k) X (r) contingency table, using K columns for the groups. The value of X^2 under H_o will be computed using the formula:(45)

$$X^2 = \sum_{J}^{r} \sum_{L}^{k} \frac{(F_o - F_e)^2}{F_e}$$

The region of rejection will consist of all values of X^2 which are so large the probability associated with their occurrence under H_o is equal to or less than $a = .05$.

Each sample group will be assigned an identification number. Their responses are tested for significant differences using contingency tables and chi square computations under H_o.

Table III

BCC Students	group 1
BCC Staff	group 2

Table IV

BCC Students	group 1
FCC Students	group 3

Table V

BCC Cost	group 4
FCC Cost	group 5

OBJECTIVES ASSESSMENTS:

The Objectives Assessment Evaluation Scale was designed for the purpose of obtaining a more exact assessment of group response. Chart I designates three assessment levels range of importance of group response to the objectives. Using this scale it is possible to categorize responses of each group at given levels of importance(CHART I).

OBJECTIVES ASSESSMENT EVALUATION SCALE:

FOR LEVELS OF PRESENT IMPORTANCE BEING PLACED ON OBJECTIVE

MEAN SCORE RANGE	LEVELS OF IMPORTANCE
0.00--1.99	Low Importance
2.00--3.99	Average Importance
3.00--4.00	Highly Important

OUTPUT ASSESSMENTS:

The Output Assessment Evaluation Scale was designed so that a more exact assessment of output or a working definition for program effectiveness could be determined. Point values were assigned to defined levels of effectiveness, so that it is possible to categorize group responses to each objective at given levels of effectiveness. Definite levels for program effectiveness will be indicated by summing the value of points assigned to each objective and dividing by the total number of criterion responses for each group. (see tables 1-12)

OUTPUT ASSESSMENT EVALUATION SCALE FOR OBJECTIVE AND TOTAL PROGRAM EFFECTIVENESS:

Output Point Value For Objectives	Levels of Program Effectiveness	Criteria For Effectiveness Levels
1	Highly Effective	Positive responses, to objective criterion, fall above the 70th percentile
2	Satisfactory	Positive responses, to objective criterion, are recorded for more than one-half of those students/ staff responding to the objective.
3	Need Improvement	Negative responses, to objective criterion, are recorded for more than one-half of those students/ staff responding to the objective.

CONTINGENCY TABLE
AND
CHI SQUARE COMPUTATION UNDER H_o

FOR OBJECTIVES ASSESSMENT:

TABLE III
TABLE IV

FOR EFFORTS ASSESSMENT:

TABLE V

TABLE III. H_o I: There is no difference between BCC student and Bcc staff mean score response for the level of present importance being placed on the twelve counselor objectives by BCC.

OBJECTIVES	GROUP 2 BCC Staff	GROUP 1 BCC Students	Totals
1.	f_e 2.90	f_e 3.08	
	3.04 f_o	2.94 f_o	5.98
2.	f_e 2.48	f_e 2.63	
	2.32 f_o	2.79 f_o	5.11
3.	f_e 3.13	f_e 3.32	
	3.13 f_o	3.32 f_o	6.45
4.	f_e 2.93	f_e 3.10	
	3.05 f_o	2.98 f_o	6.03
5.	f_e 2.09	f_e 2.21	
	1.87 f_o	2.43 f_o	4.30
6.	f_e 2.74	f_e 2.91	
	2.61 f_o	3.04 f_o	5.65
7.	f_e 2.40	f_e 2.55	
	2.20 f_o	2.75 f_o	4.95
8.	f_e 2.73	f_e 2.90	
	2.58 f_o	3.05 f_o	5.63
9.	f_e 2.98	f_e 3.16	
	3.02 f_o	3.12 f_o	6.14
10.	f_e 3.30	f_e 3.51	
	3.92 f_o	2.89 f_o	6.81
11.	f_e 2.72	f_e 2.94	
	2.66 f_o	2.94 f_o	5.60
12.	f_e 2.48	f_e 2.64	
	2.48 f_o	2.64 f_o	5.12
Totals	33.88	34.89	67.77

COMPUTATION C CHI SQUARE

Row	Col	Observed frequencies	Expected frequencies	F_o-F_e	$(F_o-F_e)^2$	$\frac{(F_o-F_e)^2}{Fe}$
1	1	3.04	2.90	+0.14	0.0196	.0067586
	2	2.94	3.08	-0.14	0.0196	.0063636
2	1	2.32	2.48	-0.16	0.0256	.0103225
	2	2.79	2.63	+0.16	0.0256	.0097338
3	1	3.13	3.13	0.00	0.0000	.0000000
	2	3.32	3.32	-0.00	0.0000	.0000000
4	1	3.05	2.93	+0.12	0.0144	.0049146
	2	2.98	3.10	-0.12	0.0000	.0046451
5	1	1.87	2.09	-0.22	0.0484	.0231578
	2	2.43	2.21	+0.22	0.0484	.0219004
6	1	2.61	2.74	-0.13	0.0169	.0068421
	2	3.04	2.91	+0.13	0.0169	.0058075
7	1	2.20	2.40	-0.20	0.0400	.0166666
	2	2.75	2.55	+0.20	0.0400	.0117647
8	1	2.58	2.73	-0.15	0.0225	.0082783
	2	3.05	2.90	+0.15	0.0225	.0077586
9	1	3.02	2.98	+0.04	0.0016	.0005369
	2	3.12	3.16	-0.04	0.0016	.0005363
10	1	3.92	3.30	+0.62	0.3844	.1164848
	2	2.89	3.51	-0.62	0.3844	.1095384
11	1	2.66	2.72	-0.06	0.0036	.0013235
	2	2.94	2.88	-0.06	0.0036	.0012500
12	1	2.48	2.48	0.00	0.0000	.0000000
	2	2.64	2.64	-0.00	0.0000	.0000000
				value of X^2		.1712857

TABLE IV. H_o II: There is no difference between the mean scores of BCC students for the level of present importance being placed on the twelve counselor objectives by BCC, and the average mean scores of FCC students for the level of present importance being placed on said counselor objectives by FCC.

GROUP 3 GROUP 1

OBJECTIVES	FCC Students	BCC Students	Total
1.	3.30	2.95	
	3.31	2.04	6.25
2.	3.13	2.79	
	3.13	2.79	5.92
3.	3.63	3.25	
	3.56	3.32	6.88
4.	3.34	2.9	
	3.35	2.98	6.33
5.	2.93	2.6	
	3.11	2.43	5.54
6.	3.40	3.04	
	3.40	3.04	6.44
7.	3.12	2.78	
	3.15	2.75	5.90
8.	3.27	2.9	
	3.15	3.05	6.20
9.	3.49	3.12	
	3.49	3.12	6.61
10.	3.30	2.95	
	3.36	2.89	6.25
11.	3.27	2.93	
	3.26	2.94	6.20
12.	2.86	2.55	
	2.77	2.64	5.41
Total	39.04	34.89	73.93

COMPUTATION OF CHI SQUARE

Row	Col	Observed Frequencies	Expected Frequencies	F_o-F_e	$(F_o-F_e)^2$	$\frac{(F_o-F_e)^2}{F_e}$
1	1	3.31	3.30	+0.01	0.0001	0.0000303
	2	2.94	2.95	-0.01	0.0001	0.0000338
2	1	3.13	3.13	0.00	0.0000	0.0000000
	2	2.79	2.79	0.00	0.0000	0.0000000
3	1	3.56	3.63	-0.07	0.0049	0.0013498
	2	3.32	3.25	+0.07	0.0049	0.0015076
4	1	3.35	3.34	+0.01	0.0001	0.0000299
	2	2.98	2.97	0.01	0.0001	0.0000337
5	1	3.11	2.93	+0.18	0.0324	0.0110580
	2	2.43	2.61	-0.18	0.0361	0.0124137
6	1	3.40	3.40	0.00	0.0000	0.0000000
	2	3.04	3.04	0.00	0.0000	0.0000000
7	1	3.15	3.12	+0.03	0.0009	0.0002884
	2	2.75	2.78	-0.03	0.0009	0.0003237
8	1	3.15	3.27	-0.12	0.0144	0.0044036
	2	3.05	2.93	+0.12	0.0144	0.0049146
9	1	3.49	3.49	0.00	0.0000	0.0000000
	2	3.12	3.12	0.00	0.0000	0.0000000
10	1	3.36	3.30	+0.06	0.0036	0.0010909
	2	2.89	2.95	-0.06	0.0036	0.0012203
11	1	3.26	3.27	-0.01	0.0001	0.0000305
	2	2.94	2.93	+0.01	0.0001	0.0000341
12	1	2.77	2.86	-0.09	0.0081	0.0028321
	2	2.64	2.55	+0.09	0.0081	0.0031764
					value of X^2	.0447711

TABLE V. H_o III: There is no difference between the cost per fte which BCC expends to accomplice the twelve counselor objectives and the state-wide average cost per fte for FCC to accomplish said objectives.

GROUP 4 GROUP 5

OBJECTIVES	BCC Cost	FCC Cost	Totals
1.	f_e 1.44	f_e 1.88	
	1.67 f_o	1.65 f_o	3.32
2.	f_e .98	f_e 1.27	
	1.37 f_o	.88 f_o	2.25
3.	f_e 1.27	f_e 1.67	
	1.39 f_o	1.55 f_o	2.94
4.	f_e .88	f_e 1.15	
	.86 f_o	1.17 f_o	2.03
5.	f_e 1.50	f_e 1.97	
	1.78 f_o	1.69 f_o	3.47
6.	f_e 1.39	f_e 1.81	
	1.08 f_o	2.12 f_o	3.20
7.	f_e .73	f_e .96	
	.65 f_o	1.04 f_o	1.69
8.	f_e 1.31	f_o 1.71	
	1.10 f_o	1.92 f_o	3.02
9.	f_e 1.23	f_o 1.61	
	.95 f_o	1.89 f_o	2.84
10.	f_e 2.22	f_e 2.90	
	2.24 f_o	2.88 f_o	5.12
11.	f_e 1.25	f_e 1.63	
	1.14 f_o	1.74 f_o	2.88
12.	f_e 2.28	f_e 2.99	
	2.25 f_o	3.02 f_o	5.27
Totals	$16.[illegible]	$21.55	$38.03

COMPUTATION OF CHI SQUARE

Row	Col	Observed Frequencies	Expected Frequencies	F_o-F_e	$(F_o-F_e)^2$	$\frac{(F_o-F_e)^2}{F_e}$
1	1	1.67	1.44	+0.23	0.0529	0.0367361
	2	1.65	1.88	-0.23	0.0529	0.0281382
2	1	1.37	.98	+0.39	0.1521	0.0005397
	2	.88	1.27	-0.39	0.1521	0.0011976
3	1	1.39	1.27	+0.12	0.0144	0.0113385
	2	1.55	1.67	-0.12	0.0144	0.0086227
4	1	.86	.88	-0.02	0.0004	0.0004545
	2	1.17	1.15	+0.02	0.0004	0.0003478
5	1	1.78	1.50	+0.28	0.0784	0.0522666
	2	1.67	1.97	-0.28	0.0784	0.0397969
6	1	1.08	1.39	-0.31	0.0961	0.0691366
	2	2.12	1.81	+0.31	0.0961	0.0530939
7	1	.65	.73	-0.08	0.0064	0.0087671
	2	1.04	.96	+0.08	0.0064	0.0066666
8	1	1.10	1.31	-0.21	0.0441	0.0390265
	2	1.92	1.71	+0.21	0.0441	0.0257894
9	1	.95	1.23	-0.28	0.0784	0.0637398
	2	1.89	1.61	+0.28	0.0784	0.0486956
10	1	2.24	2.22	+0.02	0.0004	0.0001801
	2	2.88	2.90	-0.02	0.0004	0.0001379
11	1	1.14	1.25	-0.11	0.0121	0.0096800
	2	1.74	1.63	+0.11	0.0121	0.0074233
12	1	2.25	2.28	-0.03	0.0009	0.0003947
	2	3.02	2.99	+0.03	0.0009	0.0003010
					value of X^2	.5124711

OUTPUT ASSESSMENTS

TABLE 1-12

SUMMARY OF OUTPUT ASSESSMENTS

TABLE VI

TABLE 1.

OBJECTIVE 1: By the first week of classes, the student will know that the following services are available and how to obtain them.

CRITERION, Staff: Do students know which student personnel services are available to them?

CRITERION, Students: Services often provided by colleges have been listed. Check each statement that accurately describes this service at your college.

	Staff
Yes	48.4
No	39.3
No Response	12.3
Sample Size	1418

	Student		
	Provided	Not Provided	No Response
Career counseling	72.0	11.5	16.5
Personal counseling	72.4	10.9	16.7
Job placement	57.4	22.2	20.4
Academic advisement	73.2	11.2	15.5
Financial aid	72.2	12.5	15.2
Student activities	73.2	11.1	15.7
Health services	39.9	37.7	22.3
Sample size	4520		

Learned of:	Prior to Registration	During 1st Week	After 1st Week
Career counseling	57.3	14.7	28.0
Personal counseling	58.4	18.5	23.1
Job placement	34.8	18.5	46.7
Academic advisement	63.3	17.7	19.0
Financial aid	68.6	11.0	20.5
Student activities	49.7	27.3	23.0
Health services	39.6	23.0	37.4

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 2 STUDENTS 1
STUDENTS 1

Table 1 (cont.)

CRITERION, Staff: Do students know how to obtain the student personnel services that are available to them?

CRITERION, Students: Services often provided by colleges are listed below. Check each statement that accurately describes the services which you have used.

	Staff
Yes	46.2
No	40.3
No Response	13.5
Sample size	1418

	Students		
Used:	Yes	No	No Response
Career counseling	35.8	45.9	18.3
Personal counseling	37.8	40.9	22.2
Job placement	11.7	51.2	37.0
Academic advisement	45.8	31.2	23.0
Financial aid	21.2	54.9	23.9
Student activities	25.7	52.5	21.8
Health services	4.1	41.4	54.5
Sample Size	4520		

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 2 STUDENTS 2

Table 2

OBJECTIVE 2: Before the new student starts into any program he will know the chances of his being able to successfully complete the program.

CRITERION, Staff: Before beginning college programs, do students know the chances (or probability) of their successfully completing the program?

CRITERION, Students: Before beginning your program, did you know the chance of your successfully completing the program?

	Staff	Student
Yes	28.8	61.6
No	55.5	30.9
No Response	15.7	8.4
Sample Size	1418	4520

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 3 STUDENTS 2

Table 3

OBJECTIVE 3: Before registration new students will know the kinds of vocational, technical, and college-parallel programs that are available at the junior college.

CRITERION, Staff: Do students know the kinds of vocational, technical, and college-parallel programs available to them prior to their first registration?

CRITERION, Students: Check each statement below that describes your circumstances.

	Staff
Yes	42.7
No	44.5
No Response	12.8
Sample Size	1418

Student	
I have changed career plans one or more times	35.9
I have considered changing my career plans since enrolling in college	33.4
I have not considered changing my career plans since enrolling in college	38.4
I would have enrolled in another career program had I known it was offered by the college prior to my first registration	4.5
I would have liked more assistance in choosing a career program	20.9
I would have liked more information on what career programs were available at the college prior to my first registration	19.9
I have not chosen a program at this time	10.0
I was in a career prior to registering	13.9
Sample Size	4520

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 3 STUDENTS 1

Table 4

OBJECTIVE 4: By the time of registration each new student will have in writing the general requirements for the completion of his program.

CRITERION, Staff: By the time of registration do students have the requirements for completion of their programs in writing?

CRITERION, Students: By the time of registration, did you have the general requirements for the completion of your program in writing?

	Staff	Student
Yes	44.7	56.7
No	36.2	36.7
No Response	19.0	6.5
Sample Size	1418	4520

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 2 STUDENTS 2

Table 5

OBJECTIVE 5: Before registration new students will know if they need help in base skills such as reading, writing, or arithmetic.

CRITERION, Staff: Do students who have academic difficulty due to lack of skills in reading, writing, mathematics or other basic skills areas know their deficiencies?

CRITERION, Students: Have you had any difficulty due to lack of skills in reading, writing, mathematics or other basic skill areas?

	Staff	Student
Yes	52.9	27.7
No	35.8	62.2
Unknown	00.0	5.4
No Response	11.4	4.7
Sample Size	1418	4520

If yes, when did you first learn of your lack of skill?

Before your first registration at the college	41.5
During your first term at the college	44.8
During your second term	6.5
After the second term	7.2
Sample Size	1250

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 2 STUDENTS 2

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Table 6

OBJECTIVE 6: Community college students will make and evaluate career plans as they progress toward graduation.

CRITERION, Staff: Do students make and evaluate career plans as they progress in their college program?

CRITERION, Students: Have you made and evaluated career plans as you progress towards your graduation?

	Staff	Student
Yes	49.9	61.0
No	31.2	35.3
No Response	10.9	3.7
Sample Size	1418	4520

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 2 STUDENTS 2

Table 7

OBJECTIVE 7: Before choosing a career, each student will know his preferences such as working alone or with people, giving orders or following orders, working with hands or working with ideas.

CRITERION, Staff: Do students know their personal preferences such as working alone or with people, giving orders or following orders, working with their hands or working with ideas before choosing a career program?

CRITERION, Students: Did you know your personal preferences such as working alone or with people; giving orders or following orders; working with your hands or working with ideas before choosing a career program?

	Staff	Student
Yes	29.4	80.7
No	49.9	15.7
No Response	20.7	3.7
Sample Size	1418	4520

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 3 STUDENTS 1

Table 8

OBJECTIVE 8: Before choosing a career program, students will know the following characteristics of jobs in their area of career choice:

a. range of income
b. necessary training
c. job opportunities
d. working environment
e. typical job activities

CRITERION, Staff: Do students know and consider the following job characteristics when choosing their career program?

a. range of income
b. necessary training
c. job opportunities
d. working environment
e. typical job activities

CRITERION, Students: Which of the following job characteristics did you know and consider when choosing your career program?

Staff		Student	
Yes	35.3	range of income	57.9
No	45.8	necessary training	55.0
No Response	19.0	job opportunities	58.2
Sample Size	1418	working environment	35.3
		availability of program	32.3
		aptitude for career	45.7
		Sample Size	4520

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 3 STUDENTS 3

Table 9

OBJECTIVE 9: The student will be able to select courses appropriate for his career choice by the time he chooses a major or specific college program.

CRITERION, Staff: Are students able to select courses appropriate for their career choice?

CRITERION, Students: Have you been able to select courses appropriate for your career choice?

	Staff	Student
Yes	70.3	79.8
No	18.3	15.1
No Response	11.1	5.1
Sample size	1418	4520

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 1 STUDENTS 1

Table 10

OBJECTIVE 10: Each student who has chosen a major to be completed in a Florida senior institution will know what lower division courses are required at the senior institution for the completion of that major.

CRITERION, Staff: Do students planning to transfer to a senior institution know what lower division courses are required for the major course of study at the senior institution to which they plan to transfer?

CRITERION, Students: A. Do you plan to transfer to a senior institution?

B. (students who plan to transfer to a senior institution)
Do you know what lower division courses are required for your major at the senior institution to which you plan to transfer?

	Staff	Students A	Students B
Yes	54.3	75.3	56.6
No	27.6	19.7	43.4
No Response	18.1	5.0	00.0
Sample size	1418	4520	3255

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 2 STUDENTS 2

Table 11

OBJECTIVE 11: Each student will know the necessity for continual reevaluation of most decisions and the necessity of adjustment of his goals.

CRITERION, Staff: Do students know that some decisions pertaining to important matters such as career choices should be reconsidered occasionally?

CRITERION, Students: Do you feel that most decisions pertaining to important matters such as career choices should be reconsidered occasionally?

	Staff	Student
Yes	61.1	85.2
No	22.4	5.0
No Response	16.5	9.8
Sample size	1418	4520

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 2 STUDENTS 1

Table 12

OBJECTIVE 12: Assistance will be available to students in choices of life style, examination of their values, and in understanding themselves and their interpersonal reactions.

CRITERION, Staff: Does the college provide students with assistance in choice of life style, examination of values, self-understanding and understanding of interpersonal relationships?

CRITERION, Students: Check each of the following in which assistance is offered to students at your college: choice of life style, examination of values, understanding self, and interpersonal relationships.

	Staff
Yes	56.8
No	26.4
No Response	16.8
Sample size	1418

	Student		
	Yes	No	No Response
Choice of life style	26.2	73.8	00.0
Values examined	29.8	70.2	00.0
Understanding self	39.2	60.8	00.0
Understanding inter-personal relationships	35.0	65.0	00.0
Sample Size	4520		

OBJECTIVE EVALUATION SCALE:

POINT VALUE ASSIGNED FOR STAFF 2 STUDENTS 3

RESOLVING THE COUNSELOR IDENTITY CONTROVERSY

A PROPOSED HANDBOOK FOR COUNSELOR ROLE, FUNCTION AND EVALUATION

Material for this document has been adopted in part from the following selected sources:

U. S. Office of Education, Division of Vocational Education
Brevard Community College
Inter-Institutional Research Council for Florida Community Colleges
The American School Counselor Association

This document will be structured around the current philosophy and goals of Brevard Community College.

Evaluation of counselor programs will take place by using standardized forms from the IRC Model and assessing the results.

A PROPOSED HANDBOOK

FOR THE

ROLE AND FUNCTION OF COMMUNITY,

JUNIOR COLLEGE COUNSELORS

The purpose of this handbook is to provide a description of counselor role and function at Brevard Community College. It is intended to communicate a clear understanding of counselor contributions and to provide scope and direction for counseling services. Counselors are essential staff members, who aid in implementing specific college services for students, with a primary responsibility to assist each individual student to better understand himself and his environment, to make decisions in light of these understandings, to plan a course of action regarding his decisions and to accept the responsibility for his actions.

Counselor behavior will be guided by ethical considerations such as those stated in The Code of Professional Ethics for Counselors ( ).

A counselor, in respecting the dignity of each counselee, gives him his primary allegiance. A counselor accepts responsibility for safeguarding the confidential relationship between himself and his counselee.

A counselor accepts all who seek his assistance but does not allow the demand for his services to dilute the quality of his services. If the demand is greater than can be handled satisfactorily, the counselor informs the proper administrative authority of his inability to provide adequate counseling services. Until additional services can be made available, he selects those in greatest need of counseling.

A counselor actively promotes the concept of counseling as a profession. He attempts to get others not to take counseling responsibility beyond their limitations.

A counselor enlists the cooperation and assistance of other staff workers and administrators in providing necessary supporting services for the counseling program of the school.

A counselor, when necessary, refers counselees to appropriate persons or agencies and takes steps to make such referrals possible and ensure continuity in counseling.

A counselor, as a staff member, is part of the school team, and accepts his share of general school duties. He resists those which interfere with his duties as counselor, either because of their incompatibility or because they make undue inroads on his time.

A counselor seeks employment only on the basis of his qualifications. He does not exploit his political or non-professional affiliations for this purpose.

A counselor continues to grow professionally.

A counselor maintains active cooperation with some professional group or groups.

A counselor continuously engages in research designed to contribute to his personal growth or to that of the profession. He plans such research so that the counselor-counselee relationships are not violated.

A counselor periodically evaluates his work and seeks the assistance of others who can help him improve the quality of his work.

At Brevard Community College, counseling services will function with counselor expertise and talents used to facilitate the following goals and purpose of the college: ( )

> It is the purpose of Brevard Community College to provide each citizen of Brevard County with the opportunity to pursue knowledge and gain a more rewarding life through self-enrichment. This is accomplished through the College's educational and community service programs. In an effort to provide each person with the maximum chance for success, individual progression is emphasized in both the academic and occupational areas. Members of faculty and administrative staff are constantly searching for and implementing more efficient methods of fully achieving the College's purpose.

LONG RANGE GOALS

1973-1983

STUDENT PERSONNEL SERVICES

The student personnel services goal is to provide the highest quality services to the student, with the program reflecting the philosophy and the objectives of the comprehensive community college. This objective shall be accomplished when the following conditions exist: (these conditions apply to counselor objectives)

A. Before beginning an academic program, each new student shall have received the following:
(1) written information on general requirements for completion of his program. (2) If needed, recommendation for basic learning skill assistance such as reading, writing, and math.
(3) Counseling probability of his completing the program attempted.

B. Ongoing student advisement shall contain the following elements:
(1) the student with a major field of study to be completed in a Florida senior institution will know that institution's required lower-division courses. (3) Counseling regarding psychological, physical, and legal application of drug abuse.

F. Any student in need of personal, social, or psychological counseling will be counseled by a qualified staff member or referred to another agency for appropriate services.

G. The majority of college students sampled evaluate appropriate student personnel programs as satisfactory.

The areas of financial aid, student activities, job placement, admissions and registration are student personnel functions that need to be performed. Counselors sometimes assist or direct these functions, however, they <u>should not</u> normally be a part of the counselors' role and function and will not be included in this handbook.

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BREVARD COMMUNITY COLLEGE

POSITION DESCRIPTION

POSITION TITLE: Counselor - Decentralized

POSITION CONCEPT:

Provides educational and career counseling to students enrolled in programs within their assigned division.

DUTIES AND RESPONSIBILITIES:

1. Coordinates student advisement procedures within their assigned division.
2. Serves as a counseling consultant to the division chairman and the division faculty members.
3. Counsels individuals and groups and provides educational and vocational guidances services.
4. Collects, organizes, and analyzes information about individuals through records, tests, interviews, and professional sources; to appraise their interests, aptitudes, abilities, and personality characteristics for educational and vocational planning.
5. Compiles the studies occupational, educational and economic information to aid counselees in making and carrying out vocational and educational objectives.
6. Refers students to the appropriate college office or community agency when specialized services are needed. Refers students to the appropriate decentralized counselor for academic advisement.
7. Articulates with other educational institutions and community services agencies in order to provide a cooperative approach to assisting students.
8. Assists individuals to understand and overcome mild social and emotional problems.
9. Engages in research and follow-up activities to evaluate counseling techniques.
10. Performs duties related to the college's registration process.
11. Other duties and responsibilities as assigned by the Director of Student Services.

SUPERVISION:
The Decentralized Counselor - Reports directly to the Director of Student Services.

EXPERIENCE AND EDUCATION:
An advanced degree in Guidance and Counseling or related field.

COUNSELOR COMPETENCIES

Each counselor should know about people and their behavior; he should have diagnostic capacities and skills; he should know much about the non-school world of work and further education; above all, he should be capable of relating in a positive way with individuals who resist and resent any attempt at human communication and closeness.

The counselor, using both individual and group settings, works to help students overcome feelings and obstacles that prevent self-realization. Therefore, he is a professional who serves as the catalytic agent for students by:

1. creating and maintaining a climate of confidentiality
2. being an empathetic, understanding, supportive type person
3. aiding the student in taking responsible action in the decision making process and accepting responsibility for his decisions.

OPTIMUM WORKING ENVIRONMENT

In order for counselors to achieve maximum efficiency optimum working conditions must be provided. Such conditions include:

1. Adequate professional staff to serve the needs of the students, the college and the community.
2. Adequate time to counsel with all students who may need his professional service.
3. Adequate clerical aid to insure that the counselor's skill and competencies are spent wisely in the best interest of students and the college.
4. Adequate facilities and a suitable environment which is conducive to the establishment of rapport, i.e., comfortable furniture, privacy, good ventilation, good lighting, accessible location, adequate office equipment, supplies, guidance materials, and the availability of student records, test scores, and resource materials.
5. Leadership in the coordination of counselor activities so that services are adjusted to meet changing student and institutional needs.

Counselors accept responsibility for a cluster of college services that are essential for students to enter and experience successful progress through the institution. The aim of these services is to satisfy the developmental, remedial and adjustive needs of students in ways that lead to understanding of self in relation to environment.

Basic college services performed by counselors include: (48)

I. Counseling Service

A. Career counseling

1. occupational decision making
2. educational decision making

B. Personal-social counseling

C. Group procedures

1. group counseling
2. group guidance

II. Appraisal (testing)

III. Orientation to College

IV. Articulation with high schools, colleges & universities

V. Consultant to faculty and administration

VI. Public Relations

VII. Institutional and Professional Research

1. Counseling Service:

Counseling services will be made available to all students, in the form of individual counseling, a one-to-one relationship between counselor and student, or group counseling and group guidance which involves the counselor and a small group of students with common concerns.

A. Career Counseling Service:

1. Occupational decision-making - through occupational counseling, the counselor provides the opportunities for a student to develop in the following areas:

a. Occupational History and Development - discussion of past experiences that provides a basis for future career decision making.

b. Personal Career Needs - detailed consideration of work and life style values and priorities as they relate to each other and the world of work.

c. Self Concept - an investigation of how a student sees himself both physically and intellectually, and his interpersonal relations and their impact for career decision making.

d. Level of Functioning - discourse on reality factors such as academic attainment, test information including vocational and interest testing, and special abilities that are necessary for career decision making.

e. Career Information and Exploration - teaching the use of various media which gives information about careers including personal interviews.

f. Career Planning and Summary: Summarization of all data with assistance in short and long term action-planning for a career. Specific education leading to a career may be the desired action. With some students, simply a continuation of education is the plan of action.

2. Educational decision-making - by reviewing a student's high school course work, test scores, level of ability, aptitude, other college work, and work and life experiences, a counselor is able to provide help in the selection of programs of education or classes which are appropriate for the student's existing life goals.

Specific attention will be directed to the student who desires to:

a. Transfer to another college so that he can meet the qualifications of that college.

b. Take a course or courses appropriate to his individual needs.

c. Receive an Associate Degree or Certificate of Completion, which is designed for employment at completion.

d. Take courses to improve his opportunities for employment or job up-grading.

e. Expose himself to learning for his own personal pleasure.

f. Receive professional assistance with academic problems.

B. Personal Social Counseling

Personal-Social Counseling assists the student toward actualizing his potential as a human being. The counselor gives assistance by helping the student:

1. Adjust to an immediate problem or situation.

2. Learn methods to use in dealing with future problems.

3. Develop a better understanding of himself.

4. Accept and think positively about himself.

5. Clarify alternatives open to him in his problem solving and changing environmental conditions.

6. Verbalize problems pressing upon him.

7. Clarify his thoughts and actions.

8. Obtain referral information as needed by him.

Counselors must systematically provide non-confidential information for student records particularly in such areas as Career Counseling, Educational Counseling and other general information. The recording of personal and confidential information is an optional procedure left up to each counselor's discretion. When this confidential information is recorded, it must be kept in a private or personal counselor file.

C. Group Procedures

1. Group Counseling:

Group Counseling objectives and techniques, similar to objectives and techniques of individual counseling, are used to create desirable changes in client behavior. Counselors should have proficiency in group counseling procedures and should be involved in this activity to some degree. Student groups may be composed of those who:

a. are vocationally undecided

b. have study problems

c. have personal social problems

d. are on academic probation or are having achievement problems

e. wish to improve their ability to direct their own lives

f. wish to learn to deal with their own and other persons' personality characteristics.

2. Group Guidance

This form of group procedures typically deals with the dissemination of information in the following areas:

a. Orientation of students and/or parents

b. Academic problem solving

c. Career information

d. Educational information

e. Summarization of guidance and counseling functions.

Other services where counselors utilize their expertise to facilitate college goals include:

II. Appraisal (Testing)

Testing services deal with the administration, scoring, interpretation, and evaluation of test information for a student. This service by counselors includes:

A. Assisting the proper placement of a student into academic program or courses.

B. Assisting a student in his selection of educational and vocational goals.

C. Assisting the student in the proper interpretation of tests for his particular needs.

D. Proper referral to agencies or test centers where special testing is available.

E. Establishing a testing file and the training of counselors in the use of these tests.

F. Providing a permanent or systematic recording procedure for the test scores.

III. Orientation To College

Orientation is that procedure which assists both new and potential students to a successful initial experience in college. The counseling staff frequently plays a leadership role in the planning and administration of this program. These functions are designed to assist a student to:

A. Recognize and identify the kinds of difficulties that he may encounter during the initial weeks of college.

B. Recognize procedures and processes that have a direct effect upon his progress.

C. Be aware of the counseling services.

D. Recognize the channels of communication he may utilize during his enrollment in college.

E. Provide informal exchange of ideas and/or experiences with a counselor.

F. Become aware of the services available at the college.

G. Become aware of the general and/or specific information regarding curricula, career information, transfer information, etc.

H. Reduce anxiety related to entrance into a new or unknown environment.

I. To acquaint the student with some of his fellow students as an initial base for the development of interpersonal relationships.

IV. Articulation with Colleges and Universities

These efforts of articulation by a counselor will:

A. Help students in their plans for satisfying curriculum requirements.

B. Assist students by providing senior college personnel to discuss their contemplated transfer.

C. Provide feed-back from former students through senior college follow-up programs.

D. Provide curriculum guides for students transferring to a specific senior college.

E. Provide review of academic reports of former students.

F. Provide information to faculty on the progress of former students.

G. Improve the articulation process by serving on local and state committees.

H. Provide improved understanding of transfer requirements by faculty and administrators.

I. Provide a record of courses selected, and an identification of problems that developed, as a student progressed through his curriculum.

V. Consultant To Faculty And Administration

The counselor works as part of the educational team. His service and contribution to the faculty and administration is vital in the following situations:

Note: Discussion of confidential student information with a third party must be with the permission of the student.

A. Discussion of student problems with administrators and faculty as they relate to curriculum and classroom functioning.

B. Discussion of student problems as they relate to faculty members.

C. Communication with faculty and students regarding excessive absences other than a punitive function.

D. Interpret student cumulative record information to faculty members.

E. Advise or assist faculty members about students' special physical or mental health problems.

F. Serve as counselor-consultant or liaison to a particular department or division of the college.

G. Report to faculty and administration the outcome of college follow-up visits.

H. Serve on faculty committees particularly in the area of curriculum development.

I. Assisting faculty members by offering the counselor's expertise in various areas of classroom instruction. Group dynamics, human relations, communications, study techniques, etc.

VI. Public Relations

The counseling unit must provide an effective communication program for its local constituents. The program will include contacts with both individuals and groups to discuss the student development services or the community college as an educational institution. The role of the counselor is to:

A. Interpret the counseling program through speeches to community groups or local schools.

B. Provide counseling services to local community.

C. Lead group counseling or teach courses in Human Development

D. Maintain close working relationships with K thru 12 counseling programs.

E. Provide leadership in the promotion of guidance and counseling activities by sponsoring or hosting counseling related groups.

F. Visit local business and industry to open communications regarding jobs, work trends, counseling function, student preparation, etc.

G. Serve on civic committees where counseling knowledge and skills can be of value.

H. Provide meetings of local school counselors for their improved knowledge of educational career programs.

I. Provide follow-up services to school counselors regarding their former students.

VII. Institutional and Professional Research

The counseling unit must provide valid information regarding:

A. Accountability of the total guidance and counseling program.

B. Follow-up of graduates, former students or drop-outs.

C. Development of local norms for standardized tests where appropriate.

D. Special projects or programs.

E. Student-body characteristics

F. Evaluation of the student development programs.

VIII. Professional Growth

Professional growth, while not a college service, is an essential counselor activity. Effective counselors must continually be striving for personal and professional growth. A variety of opportunities are available such as:

A. Staff meetings dealing with policies, procedures or special topics.

B. Staff training sessions lead by other staff members or outside consultants.

C. Local, state, and national workshops on topics related course work.

D. Attending a university, taking counseling or related course work.

E. Attend local, state and national conferences.

F. Membership in local, state or national organizations who provide services, journals, news-letters, etc., for counselor growth.

G. Supervise counseling interns from senior institutions.

H. Development of new and innovative counseling programs.

I. Visit local businesses and industry for professional growth.

EVALUATION OF SERVICES

Specific objectives will be formulated to provide a basis for evaluation of counselor services. It is recommended that a systems approach, using the IRC model, be utilized for evaluation of counselor services. Counselor objectives, related to achieving counselor service objectives:

SERVICES:	OBJECTIVES:
Orientation	OBJECTIVE 1: By the first week of classes, the student will know the following services are available and how to obtain them: Career Counseling, Personal Counseling, Job Placement, Academic Advisement, Financial Aid, Student Activities, and Health Services.
Appraisal	OBJECTIVE 2: Before the new student starts into any program he will know the chances of his being able to successfully complete the program.
Orientation	OBJECTIVE 3: Before registration new students will know the kinds of vocational, technical, and college-parallel programs that are available at the junior college.
Orientation	OBJECTIVE 4: By the time of registration each new student will have in writing the general requirements for the completion of his program.
Appraisal	OBJECTIVE 5: Before registration new students will know if they need help in base skills such as reading, writing, or arithmetic.
Counseling	OBJECTIVE 6: Community college students will make and evaluate career plans as they progress toward graduation.
Appraisal & Counseling	OBJECTIVE 7: Before choosing a career each student will know his preferences such as working alone or with people; giving orders or following orders; working with hands or working with ideas.
Orientation & Counseling	OBJECTIVE 8: Before choosing a career program students will know the following characteristics of jobs in their area of career choice: Range of Income, Necessary Training, Job Opportunities, Working Environment and Typical Job Activities.
Counseling	OBJECTIVE 9: The student will be able to select courses appropriate for his career choice by the time he chooses a major or specific college program.

Orientation & Counseling	OBJECTIVE 10: Each student who has chosen a major to be completed in a Florida senior institution will know what lower division courses are required at the senior institution for the completion of that major.
Orientation & Counseling	OBJECTIVE 11: Each student will know the necessity for continual re-evaluation of most decisions and the necessity of adjustment of his goals.
Counseling	OBJECTIVE 12: Assistance will be available to students in choices of life style, examination of their values, and in understanding themselves and their interpersonal reactions.
Articulation	OBJECTIVE 13: Liaison will be maintained between the college and high schools, other colleges and universities, parents, community agencies and civic groups.
Staff Consultation	OBJECTIVE 14: Assistance will be available to staff for effective use of information about students.
Referral	OBJECTIVE 15: Aid will be available to students in securing alternative assistance with needs that cannot be satisfied in the regular curriculum or classroom.
Research	OBJECTIVE 16: Information will be collected to determine adequacy of counselor efforts.
Public Relations	OBJECTIVE 17: Counselors will communicate with local constituents concerning counseling services and college programs.
Professional Growth	OBJECTIVE 18: Counselors will continually strive for personal and professional growth.

EVALUATION OF COUNSELOR PROGRAM (49)

A systems approach to evaluation of the total counselor program will take place, beginning with the administration of proper data collecting instruments developed by the Inter-Institutional Research Council of Florida Community Colleges. These instruments have been tested and used in the IRC Model for Input-Output Assessment of Student Personnel Services. Three areas of the counselor program will be researched in the following manner:

1. Counselor Objective Assessment - Here students and faculty rate selected counselor objectives, first as to the importance presently being placed on the objective by the College and, secondly, as to the importance they feel the objective should be given.

2. Assessments of Counselor Services (faculty and student forms) - Responses to this instrument determine to what extent current counselor programs are successful in accomplishing the selected objectives.

3. Cost Analysis - Each staff person in the counseling program will indicate the percent of his or her time during the year that was devoted to achieving each objective, and the percent of time spent on each strategy used to achieve the objective. This percentage is multiplied times the annual salary of the staff member. Add this figure to that derived for every staff member to arrive at the total cost for counseling services.

   To determine cost per fte for each function: sum every staff members' cost of involvement in the function, then divide by the number of full-time equivalent students.

   To determine the cost per fte for each objective: summ all functions utilized to achieve the objective along with every staff members' cost of involvement to achieve the objective, then divide the total cost by the number of full-time equivalent students.

RESULTS

INTERPRETATION OF DATA

The purpose of this practicum was to achieve four outcomes relating to the counselor identity crisis. Each element has been researched as a separate entity within this study. Final observations and interpretation of data will be presented in this portion of the study.

OBJECTIVES ASSESSMENTS:

Using a chi square technique, two tests were conducted to determine if significant differences exist between those groups tested.

Under H_0, X^2 is distributed approximately as chi square with df = (k-1) (r-1) = 11. The probability associated with the occurance under H_0 of values as large as an observed value of X^2 at the a = .05 level of confidence is shown as 19.86. (50)

HYPOTHESIS RESTATED

Null Hypothesis I:

H_0 There is no difference between BCC student and BCC staff mean score response for the level of present importance being placed on the twelve counselor objectives by Brevard Community College.

Alternate Hypothesis:

$H_I \quad U_1 \neq U_2$

Data from Table III indicates the computed value of chi square for tested responses between BCC students and BCC staff to be .1712857 which is smaller than 19.86. Therefore, H_0 is rejected and H_I is accepted.

Null Hypothesis II:

H_0 There is no difference between the mean scores of BCC students for the level of present importance being placed on the twelve counselor objectives by Brevard Community College and, the average mean scores for Florida community college students for the level of present importance being placed on said objectives by Florida community colleges.

Alternate Hypothesis:

$H_{II} \quad U_1 \neq U_3$

Data from Table IV indicates the computed value of chi square for tested responses between BCC students and FCC students to be .0447711 which is smaller than 19.86. Therefore, H_0 is rejected and H_{II} is accepted.

Rejection of each null hypothesis confirms that significant differences do exist in responses for those groups compared. Chart I clearly indicates that while all but one response fell in the objectives assessment scale level of average importance, FCC students rated each objective higher than did either BCC students or BCC staff. Nine out of the twelve objectives were rated higher by BCC students than by BCC staff. This may indicate that counselor objectives are related to areas of student concern more than faculty concern. BCC students may well have had more contact with counselor activities than have the faculty.

EFFORTS ASSESSMENT:

The chi square test was used to test for significant differences between the cost per FTE for BCC and that averaged for all FCC. Again, under H_o, X^2 is distributed approximately as chi square with df = (k-1) (r-1) = 11. The probability associated with the occurance under H_o of values as large as an observed value of X^2 at the a = .05 level of confidence is shown as 19.86.

HYPOTHESIS RESTATED:

Null Hypothesis III:

H_o There is no difference between the cost per FTE which BCC expends to accomplish the twelve counselor objectives and the computed state wide average cost per FTE for FCC to accomplish said objectives.

Alternate Hypothesis:

H_{III} $X_4 \neq X_5$

Data from Table V indicates the computed value of chi square for tested responses between BCC cost and the average FCC cost per FTE to accomplish the twelve objectives is .5124711. Therefore, H_o is rejected and H_{III} is accepted.

Rejection of H_o indicates that significant differences do exist between the cost per FTE for BCC and those averaged for all FCC.

Table II offers clear data for answers to questions raised during the comparison of costs between BCC and the average expended for FCC. The resulting observations can be categorized as follows:

Descending Order of Rank:

Only objectives twelve and ten ranked in the same order, one and two respectively, according to the highest cost expended per FTE per objective by both BCC and FCC. Each of the other ten objectives appear to fall in random order as indicated by their cost.

Range of Costs:

FCC recorded a $2.14 cost range with $3.02 being the highest amount and $.88 being the lowest amount expended for any one objective. For BCC, $1.60 reflected a much narrower cost range as $2.25 was the greatest amount and $.65 was the least amount spent on any one objective.

Total Amount Expended:

BCC spent only $16.45 per FTE while the average FCC cost per FTE was $21.55 or $5.10 more to accomplish all twelve objectives.

Average Amount Expended:

The average FCC cost per FTE per objective was $1.80. BCC averaged only $1.37 or $.43 less per FTE than FCC to accomplish each of the twelve objectives.

BCC Rank Within FCC:

Considering the greatest amounts which all Florida community colleges spent per FTE on each of the twelve objectives, BCC ranked high as fifth for objective ten and as low as twenty-two for objective six. The most frequent rank for BCC was seventeenth. Overall BCC averaged a rank of fourteenth for the twelve objectives.

OUTPUT ASSESSMENT:

The degree of effectiveness or extent to which FCC counselor programs were judged by this author as successful in accomplishing the selected objectives, are reflected in Table VI.

TABLE VI - SUMMARY OF OUTPUT ASSESSMENTS

Counselor program output levels will be determined by summarizing values which have been assigned to each objective in accordance with the OUTPUT ASSESSMENT EVALUATION SCALE FOR OBJECTIVES AND TOTAL PROGRAM EFFECTIVENESS: First find the mean score of all values assigned to the twelve objectives for each group. Then match the mean value for each group with the OUTPUT value range and corresponding level of program effectiveness.

OBJECTIVES	POINT VALUES ASSIGNED FOR CRITERION RESPONSES	
	STAFF	STUDENT
1.	2	1
		1
	2	2
2	3	3
3	3	1
4	2	2
5	2	2
6	2	2
7	3	1
8	3	3
9	1	1
10	2	2
11	2	1
12	2	3
Total	29	25

Group	Number criterion responses	Sum of values assigned	mean value
Staff	13	29	2.1
Students	14	24	1.6

Output Assessment Scale Output Value Range	Level of Program Effectiveness Levels of Program Effectiveness
0--1.0	Highly Effective
1.1--2.0	Satisfactory
2.1--3.0	Needs Improvement

Using the output assessment scale, a student mean value of 1.6 earned a satisfactory rank for student perception of counselor program success. The staff mean value of 2.1, while very near the satisfactory rank, actually falls into the need improvements category.

A somewhat more comprehensive assessment of program output for counselor objectives can be gained by considering staff and student response to individual objective criterion. Of concern here is whether staff and students respond similarly or oppose each other with their reaction.

Objective 1: Staff and student responses were similar although students showed stronger support for knowing that the listed services were available at their college. The low student rating for job placement and health services is not considered as negative because many colleges do not offer them or else give them very low priority. The fact that counselors are utilized at the community college level is illustrated when 35.8% of the students reported use of career counseling, 37.8% indicated use of personal counseling and 45.8% had used academic advisement.

Objective 2: Staff and student responses seem to oppose each other with students generally indicating that they knew the chance of successfully completing their college program before entering that program.

Objective 3: Staff and student reactions seem to oppose each other. Only 4.5% of the students indicated that they would have enrolled in another career program had they known it was offered by the college prior to their first registration. Criteria for each group may not be measuring the same quantities for this objective.

Objective 4: Staff and student responses generally agree that new students had the requirements for completing their program in writing before registration.

Objective 5: Staff and student responses appear to oppose each other, yet the manner in which the criterion is worded, each group appears to have responded in a positive manner.

Objective 6: Staff and student responses appear in general agreement, that students do make and evaluate career plans as they progress in their college programs.

Objective 7: Staff and student responses appear to oppose each other with students indicating that before choosing a career, the student knows about the various personal preferences listed.

Objective 8: Staff and student responses appear to oppose each other with a larger majority of students indicating that students know and consider job characteristics when they choose their career program.

Objective 9: Staff and student responses generally agree that students are able to select courses appropriate for their career choice.

Objective 10: Staff and student responses generally agree that students who are planning to transfer know what lower division courses are required at the senior institution for the completion of their major.

Objective 11: Staff and student responses generally agree but students showed stronger support for knowing that students should occasionally reconsider important decisions such as career choice.

Objective 12: Staff and student responses seem to oppose each other with the majority of staff indicating that community colleges provided students with assistance in choice of life style, examination of values, self-understanding and understanding of interpersonal relationships. An overwhelming majority of students responded that such assistance was not offered to students at their college. Student response should not be considered as a negative response because many students will not feel a need to seek assistance with this area of their college life. On the other hand the staff may feel that counselors spend all their time dealing in the affective domain which certainly is not the case.

Staff and student responses appear to oppose each other on five out of the twelve objectives. In four of these responses it appears that the community college staff does not have complete confidence in the student's ability to know and understand himself and to make independent decisions about his college life and career.

STAFF REACTION TO "A PROPOSED HANDBOOK FOR THE ROLE AND FUNCTION OF COMMUNITY COLLEGE COUNSELORS"

All Cocoa campus counselors at Brevard Community College exercised the opportunity to react to the document entitled, "A Proposed Handbook For The Role and Function of Community College Counselors." All reactions were positive and favorable. No one objected to a counselor role which is based on performance of student services that facilitate the goals of the community college. Several suggestions were offered that did not change the purpose or intent of the document but would allow individual needs to be expressed. One counselor stated the obvious feelings of the entire counseling staff with his response to the question, "Do you feel such a document would be helpful for the counseling staff at Brevard Community College?" His reply was, "Yes, probably - but it is paperwork and would be of benefit only if the paperwork were put into action!"

Since February 1974, the Cocoa campus counseling staff has held a series of meetings to discuss counselor service and to clarify the counselor's role at Brevard Community College. Data included in this study was presented to this group prior to that first meeting. It is anticipated that this Handbook will be discussed in greater detail in later meetings as the Brevard Community College Counselors strive to better define their activities and determine the best means to evaluate those activities.

CONCLUSIONS AND HYPOTHESIS

RECOMMENDATIONS

EVALUATION OF PRACTICUM

CONCLUSIONS AND HYPOTHESIS FROM THIS STUDY

A major conclusion from this study is that counselors do constitute an effective, but a rather concealed social force within our educational institutions. In the community college, counselor services are offered to all segments of the educational community. However, they primarily are concerned with assisting students to deal with their educational and career decision making situations and their personal-social adjustments. Criticism of counselors occur when counselors perform differently than expected by societal groups. Counselors have received much criticism because of taking their mandate seriously and not operating as a social manipulator. For example, the implied counselor mission during the 1960's was to solve the nation's manpower needs by selecting outstanding math and science students to attend college. Counselors tended to treat all students equally and encouraged everyone who had academic talent or desire to attend college if it was within the purview of their life goals.

Counselors will remain a positive and needed social force only as long as counselor services facilitate the goals of the institution. Counselor services should allow those served to maximize their talents and take advantage of their opportunities.

A second major conclusion from this study is that school counselors in general have an identity crisis and are under attack from many groups. It appears that each group or critic would mold counselors and counselor activities to fit their particular philosophies and aims. School counselors have often appeared less than efficient because they tend to be engrossed in helping students and those who work with students. Counselors have not spent sufficient time communicating what counselors have done or are doing. Community college counselors can create a definite identity for themselves by defining their activities in terms of college services that are needed to facilitate the goals of the college.

A third major conclusion from this study is that a well constructed systems model can be an effective tool for identifying counselor roles, determining counselor effort, and evaluation counselor output. Utilization of the systems approach will remove the elements of abstractness from counselor activities and allow the visible impact of their social force to be determined on a logical and rational basis.

A fourth major conclusion from this study is that the "State of the Art" of counseling is functioning at a healthy and satisfactory level within Florida Community Colleges. More than one-third of the students responding to Objective One indicated use of career and personal counseling and almost one-half had used academic advisement. Such a response indicates that counselors are being well utilized within Florida Community Colleges. The Program Assessment Scale shows counselor output to be generally satisfactory in the perceptions of Florida community college students. Staff reactions, while near the satisfactory level actually fell in the need improvement category. This indicates that counselor-staff relationships need attention. Suggested areas of concentration would be developing a positive image of community college students within the staff, i.e., that all students have worth and dignity, they are generally aware of their learning handicaps, and they do make reasonable and rational plans for their education and career needs on a continuing basis.

A fifth major conclusion from this study is that the "State of the Art" of counseling at Brevard Community College is operating at a healthy and satisfactory level. Data from this study indicate that staff and student responses generally fall in the designated "average importance level" for present importance being placed on counselor objectives at Brevard Community College. It is significant in the area of effort assessment that BCC expended considerably less than the amount averaged for all Florida community colleges. BCC cost was $.43 per FTE per objective below the average FCC cost per FTE per objective. The fact that BCC spent $5.10 per FTE less than the amount averaged by FCC to accomplish all twelve objectives is quite remarkable and speaks well for BCC application of counselor talent and skills.

Use of the systems approach promises to provide an interesting area for research and if results are forthcoming, it could form the guidelines for specific counselor objectives, efforts and output to be expected within every community college in the State of Florida.

A second interesting hypothesis is that utilization of a systems approach will insure that counselor objectives and programs will receive equal priority with other programs within the institution.

A third hypothesis is that utilization of the systems approach will create a more visible counselor because their objectives, efforts (costs), and output levels will be publicly announced. Therefore, students, staff and administration will be more aware of counselor programs. Consequently the level of importance for counselor objectives should increase as should counselor efforts and counselor output.

A fourth and final hypothesis is that those institutions who tend to expend greater effort (costs per FTE per objective) will receive a higher response, by staff and students, for the level of present importance being placed on counselor objectives at that institution.

RECOMMENDATIONS:

This author offers the following recommendations:

1. If the counseling staff would concur, a systems model should be selected as a vehicle for the identification and evaluation of those activities performed by the counseling department at Brevard Community College.

2. That members of the counseling staff be aware of and involved in any decision making process designed to adopt a systems model for this group.

3. That one or more counselors who support the idea be designated responsibility to design and implement a systems model which the group will accept.

4. That adequate resources be made available to those who are to design and implement the systems model.

5. That time required to design and implement the systems model be considered as a regular part of the assigned counselor load.

6. That a systems report be made available to the counseling staff, Campus Dean and College President at established intervals.

7. If needed, those counselors designated to design and implement a systems model for their department should be allowed opportunity to attend training sessions in the use of a systems model.

EVALUATION OF PRACTICUM:

The following observations are made by this author in regard to an evaluation of this practicum.

IMPACT ON THE AUTHOR

This practicum was undertaken because of a desire to create, within myself and my colleagues, the motivation needed to take positive steps that might resolve counselor identity problems existing on our campus and other campuses. This author, as a result of this practicum, has renewed his perspective of the counseling profession. A greater awareness of reasons for criticism of counselor performance has been acquired. A clearer understanding of the theory and application of a systems approach to counselor activities has been achieved. Each of the four purposes stated at the beginning of this paper seem to have been achieved. This author can honestly state that this practicum has been an enlightening and rewarding experience.

IMPACT ON THE COLLEGE

Data included in this study was presented to the Cocoa Campus counseling staff in February 1974, as they worked with Mr. William Taylor, Director of Student Services, to arrive at a common understanding of counselor role at Brevard Community College. During the Spring semester of 1974, counselors were scheduled in meetings with Dr. Maxwell King, President, and Dr. Raymond Kosiba, Campus Dean. While there appears to be a general understanding as to counselor role at Brevard Community College, some semantic differences remain to be resolved. The Cocoa campus counseling staff have reviewed and responded to The Proposed Handbook For Community College Counselors. They have not yet taken the opportunity to adopt it as their own model. It is fair to say they have been stimulated on this topic and this author expects discussions to carry on during future meetings of the counseling staff. At the time of this writing, a performance objective format has been agreed upon as a means of reporting counselor activities. A more comprehensive approach is needed. Therefore this paper will be presented to my immediate supervisor, Mr. William Taylor and Dr. Maxwell King, President of Brevard Community College, with the specific recommendation that a systems model be adopted to guide and evaluate counselor programs and services at Brevard Community College.

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APPENDIX

IRC COOPERATION FOR PROGRESS THROUGH RESEARCH
florida community junior college inter-institutional research council

March 4, 1974

Mr. Everett Whitehead
Brevard Community College
Cocoa Campus
Clearlake Road
Cocoa, Florida 39222

Dear Mr. Whitehead,

The IRC Model For Input-Output Analysis of Student Personnel Services was developed for the soul purpose of assisting IRC member colleges in providing better services to their students. As an IRC member college, feel free to use these data in any way you desire.

If we can be of further assistance to you, please let us know.

Sincerely,

John M. Nickens

John M. Nickens
Associate Director,
IRC

cc Richard Tillman

College of Education • University of Florida • Gainesville, Florida 32601 • 904-392-0706

SIXTH REPORT

NATIONAL ADVISORY COUNCIL ON
VOCATIONAL EDUCATION

COUNSELING AND GUIDANCE
A CALL FOR CHANGE

The prime legacy being left to today's youth is the certainty of uncertainty. The major thing youth knows for sure is that change is coming -- and at an increasingly rapid rate. Change in the nature of occupations, in skill levels required for job entry, and changes in work values. They are being told that their prime goal must be one of adaptability -- of being able and ready to change with change. We have assured them that, on the average, they may expect to change occupations somewhere between five and seven times during their working life.

Society has told youth they should want to work and should endorse the work ethic. But the work values of young people in this post-industrial society are not, and should not be, the same as their parents. Youth understands that we have now moved into an era where this Country produces more services than goods -- that increasingly, machines produce products, and man provides services. But how is a young person to plan his future so as to provide the greatest possible service to his fellowman while deriving personal satisfaction for himself?

Most youth understand full well that education is a key ingredient in preparation for employment. We have passed on to youth the false societal myth that a college degree is the best and surest route to occupational success -- and then cautioned them that less than 20% of all occupations existing in this decade will require a college degree. Youth has been told that many more should enter vocational education, but has never been provided with the hard facts that would give them a reasoned basis for choosing to do so.

Given this "adulterated" view of the future and its prospects, coupled with the true complexity of society, is it any wonder that:

---Over 750,000 youths drop out of high school each year?

---Over 850,000 drop out of college each year?

---Fewer than 1 in every 4 high school students is enrolled in vocational education?

---Record numbers of high school graduates are enrolling in college during the very time when unemployment among college graduates is at a ten-year high?

---The ratio of youth to adult unemployment has risen each year since 1960?

---Student unrest is a strong and pervasive force among both high school and college students?

---Over 75% of all community college students are enrolled in the liberal arts transfer program while less than 25% ever attain a baccalaureate degree?

---38% of all Vietnam Veterans are enrolled in vocational programs, while 60% are enrolled in 4-year college programs, in spite of the limited prospects of jobs for college graduates?

Youth who are unsure about the future are bound, to some extent, to be unsure about themselves. The American cry for "freedom of choice" carries a very hollow ring for those whose choices have never been made clear.

THE CURRENT STATE OF COUNSELING

Sixty-four years ago there were no counselors. Today there are more than 70,000.* The counselor-pupil ratio in the public schools was cut in half between 1958 and 1968. It has declined only a little since then. Professional standards have been raised across the board. There is a growing abundance of better research-based counseling tools. The number of colleges and universities training counselors has doubled in the last 15 years. Nineteen federal education and manpower programs enacted since 1960 have called for counseling and guidance services. On the surface, counseling and guidance seems to shine.

When we look beneath the surface, the status of counseling, in practice, looks shaky and shabby. The following observations summarize some concerns of the Council:

---Counselors and counseling are being subjected to criticism by other educators, parents, students, and industry, and there is validity in this criticism.

---Some national authorities have recommended elimination of elementary school counselors.

*47,000 are school counselors. Student-counselor ratios: Secondary school level, 475:1; Elementary school level, 3,500:1 or 6,300:1 outside Standard Metropolitan Statistical Areas (SMSA).

---Numerous school boards have reassigned counselors to full-time teaching duties as "economy" measures.

---The Veterans Administration has removed the "request for counseling" question from their Application for Educational Benefits form.

---Adult and community counseling agencies are still nonexistent in most parts of the country.

---Employment Service and vocational rehabilitation counselors are evaluated in terms of numbers of cases closed rather than quality of service provided.

---Counselors are much more competent in guiding persons towards college attendance than towards vocational education.

---Job placement and follow-up services are not now being routinely provided as an important part of counseling and guidance programs.

---There is a need for the counselor-counselee ratio to be improved in the poverty pockets of the United States.

---In almost no setting is the counselor-counselee ratio low enough to justify strict one-to-one counseling, but counselors still persist in their attempts to use this technique, rather than group counseling approaches, as their primary method of helping people solve their problems.

---Most counselors know very little about the world of work outside of education.

---Counseling and guidance services are being rejected by the hard core disadvantaged as irrelevant and ineffective.

This negative picture is intolerable. A society with an increasing rate of change creates problems for its members, and must accept responsibility for helping individuals solve their problems.

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WHO IS RESPONSIBLE?

Those who work as practitioners in any field are, and should be, held accountable for both its successes and its failures. There is no doubt that a portion of the responsibility must be placed on counselors themselves. However, there are others who must share the responsibility for providing sound counseling systems for the various publics to be served. Counselors have been more victims than villains, in this sorry scenario. Who else is responsible? The answers, we think, are many:

---School administrators who assign counselors clerical and administrative chores rather than leaving them free to do their professional work.

---Parents who pressure counselors to help students gain college admittance and criticize counselors who try to help students study opportunities in vocational education.

---State departments of education for not making paid work experience a requirement for counselor certification.

---Counselor education institutions which make only one course in occupational guidance required in the graduate programs of counselor preparation.

---The United States Congress which has called for counseling and guidance in 19 laws, but in no law now on the books has provided specific funds to support it.

---The business and industry community for criticizing counselors rather than mounting forward-looking programs designed to upgrade counselor knowledge regarding the world of work.

---Administrators of vocational education for being unwilling to use as much as 4% of their financial resources in support of counseling and guidance services.

---The many agencies of government which employ counselors, for failing to unify requirements for counselors.

---Professional guidance associations which have not effectively made their voices heard among the decision-makers in our society.

---Manpower experts for not collecting and disseminating accurate data to counselors regarding earnings of graduates from occupational education programs.

---Organized labor for being neglectful in establishing a closer relationship with education in general and guidance in particular.

---The individual counselor whose apparent concerns for those he seeks to serve have not been great enough to cause the counselor himself to cry out in protest and to struggle for improvement.

In sort, there are few among us who can be said to be completely free of blame. Recognizing this, we call upon all to join together in a total effort to improve the quality and quantity of counseling and guidance services to all individuals -- youth and adults -- throughout the land.

WHAT MUST BE DONE?

We see no magical solutions, but some reforms are obvious and urgent.

We urge and recommend that:

---State Departments of Education require work experience outside of education for all school counselors who work with students and prospective students of vocational education.

---Individuals with rich backgrounds of experience in business, industry, and labor, but with no teaching experience, be infused into the counseling system.

---Counselor education institutions require at least one introductory course in Career Education and at least one practicum devoted to an on-site study of the business-industry-labor community.

---Responsible decision-makers embark on an immediate major campaign designed to upgrade the vocational knowledge and career guidance skills of currently employed counselors.

---Decision-makers in education make extensive provision for the training and employment of a wide variety of para-professional personnel to work in guidance under supervision of professionally qualified counselors.

---Concerted efforts, including computerized guidance systems, be made to get more accurate, timely data to counselors regarding vocational and technical training and job opportunities.

---Increased efforts be made to improve sound counseling and guidance services to members of minority populations and other disadvantaged persons.

---Special efforts be made to mount and maintain effective counseling and guidance programs for handicapped persons, for adults, for correctional institution inmates, and for veterans.

---Community service counseling programs be established and operated throughout the United States.

---Immediate efforts be made to lower the counselor-pupil ratio in elementary, secondary, and post-secondary educational institutions to a point where all who need counseling and guidance services will, in fact, receive them, while simultaneously encouraging more guidance in groups.

---Job placement and follow-up services be considered major parts of counseling and guidance programs.

---Career development programs be considered a major component in Career Education, both in legislation and in operating systems.

---The United States Office of Education create a Bureau of Pupil Personnel Services that includes a strong and viable Counseling and Guidance Branch.

---The United States Congress create categorical funding for counseling and guidance in all legislation calling for these services.

---State Departments of Education and local school boards initiate actions confirming their commitment to the importance of providing sound counseling and guidance services to all individuals.

---All those who now criticize counselors be charged with responsibility for making positive suggestions for their improved performance.

Our glory, as a nation, has been the multiplication and re-multiplication of choice, but it will become our shame if we fail to help our people cope with choice. Counseling and guidance is imperfect, but it is our best device. It deserves the support and backing of our entire society. It has the support and backing of this Council.

Respectfully submitted,

Lawrence Davenport

Lawrence Davenport, Chairman

Mrs. Louis Bachman	William Gellman	Thomas Pauken
Lowell A. Burkett	Jack Hatcher	James Rhodes
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Members, National Advisory Council

Calvin Dellefield,
Executive Director

June 1, 1972

GSA DC 72-13161

TABLE 1: Herr, et al., Sample Objectives at Different Levels for a Vocational Guidance Program

TABLE 2: Herr, et al., Sequential Counselor Behavior In Systematic Counseling

FLOWCHART (figure 1): Woodruff - "The Objective-Recognition Education System" Model

FLOWCHART (figures 1, 2, 3): Hosford and Ryan - Systems Design in Development of Counseling and Guidance Programs

Table 1:
A Sample of Objectives at Different Educational Levels for a Vocational Guidance Program

	Elementary School	Junior High School	Senior High School
Condition	Stating how different workers contribute to student's well-being.	Demonstrating how certain knowledge and skills acquired in subjects are applied in work roles.	Differentiating major occupations in terms of their relationship to his interests and values.
Purpose	That students understand the way in which occupations and careers relate to the goals, needs and functions of society.	That students will understand the variety and complexity of occupations and career opportunities in the world of work.	That students will recognize the relationship between their pattern of personal characteristics and decision-making as it relates to their future.
Methods	Select from: discussion, class visitations, counselor or teacher presentations, vocabulary lessons, oral exercises, audiovisual presentations.	Select from: field trips to observe workers in action, fictional and non-fictional reading, illustrative films and filmstrips, exploratory work experience, career days.	Select from: reading current occupational literature, audiovisual materials, work experience, individual and group counseling related to interest and values, inventory results.
Outputs (Outcomes)	Students can successfully complete assignments associated with methods selected for use.	Students can successfully complete assignments associated with methods selected for use.	Students can state tentative plans which indicate an awareness of their values and interests.
Quality Measures to Use	Observed behavior, counseling contacts (individual or groups), objective tests and inventories, controlled and experimental group comparison.	Observed behavior, counseling contacts (individual or groups), objective tests and inventories, controlled and experimental group comparison, book reports and themes, frequency in use of occupational resources.	Observed behavior, counseling contacts (individual or groups), objective inventories, controlled and experimental group comparison.
Time Limits or Priority Ratings to Use	Optional (dependent upon methods and criterion measures which are selected).	Optional (dependent upon methods and criterion measures which are selected).	Optional (dependent upon methods and criterion measures which are selected).
Prerequisite Abilities To Learn the Task	Ability to read and to verbalize or print desired responses.	Ability to read, write, and to see relationships between skills and roles.	Ability to read and write and to comprehend concepts such as interests and values.

Table 2:
Sequential Counselor Behaviors in Systematic Vocational Counseling

Counselor Behavior	Necessary Conditions	Criteria for Successful Performance
1 Counselor defines the purpose of counseling, and the roles of the counselor and student.	At the outset of the initial interview (unless the student discusses his concerns immediately, then before the end of the initial interview).	Definitions should correspond to a predetermined standard.
2 Counselor helps the client define the problem via specific counseling skills (see Ivey).	During the initial interview and in as many subsequent interviews as are required.	The problem is defined when the student so indicates (e.g., "Yes, that's it," or "You really do understand me!")
If the problem is one of vocational choice then the following counselor behaviors ought to ensue. Other kinds of student problems may require different types of counselor activity.		
3 Counselor determines if vocational choice is the primary concern. (e.g., "It seems that although you have a lot of things on your mind, you're mainly interested in coming to some sort of vocational decision.")	After the student has expressed all he cares to concerning his problem or his reason for seeking counseling.	The student responds in an affirmative manner.
4 Counselor explains the decision making paradigm (e.g., "Arriving at a good vocational decision means that we have to look at all the alternatives, then weigh them in the light of information about you and the advantages and disadvantages of each course of action. I can't make the decision for you, but together we can arrive at and implement one.")	Immediately following Counselor Behavior No. 3.	The student indicates that he understands the process.
5 Counselor explains the preparatory behaviors needed to make a good decision (i.e., he provides an overview of the counselor behaviors depicted below).	Immediately following Counselor Behavior No. 4.	The student states that he understands the process.
6 Counselor determines if the student has sufficient motivation, (e.g., "How do you feel about proceeding along these lines?")	Usually after Counselor Behavior No. 5. May be repeated after subsequent Counselor Behaviors.	The student indicates willingness to proceed. (If the student hesitates, or is unwilling to proceed, then recycle to Counselor Behavior No. 2 or terminate.)
7 Counselor asks the student to identify all possible alternatives which come to mind.	The alternatives may be identified in the interview and/or as a between-interviews assignment.	The student compiles a complete list of alternatives (oral or written).
8 Counselor identifies any additional alternatives which come to his mind and are ethically appropriate	Counselor exhibits this behavior only if criterion for No. 7 is considered to be inadequate by either the counselor or the student.	A joint list of alternatives is compiled.

Figure 1

Activity Flowchart for
"Objective-Recognition Education System" Model

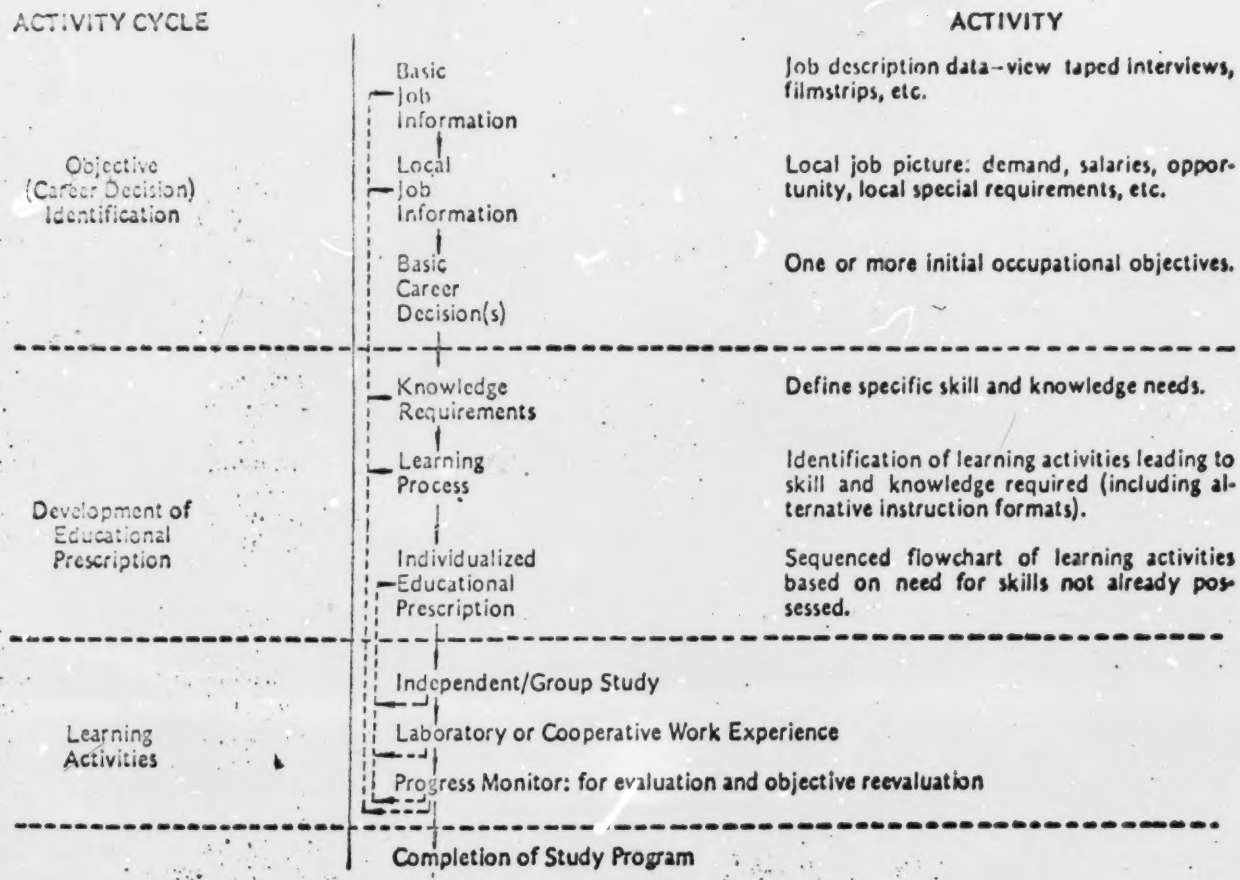

ACTIVITY CYCLE
ACTIVITY
Objective (Career Decision) Identification
Basic Job Information
Job description data--view taped interviews, filmstrips, etc.
Local Job Information
Local job picture: demand, salaries, opportunity, local special requirements, etc.
Basic Career Decision(s)
One or more initial occupational objectives.
Development of Educational Prescription
Knowledge Requirements
Define specific skill and knowledge needs.
Learning Process
Identification of learning activities leading to skill and knowledge required (including alternative instruction formats).
Individualized Educational Prescription
Sequenced flowchart of learning activities based on need for skills not already possessed.
Learning Activities
Independent/Group Study
Laboratory or Cooperative Work Experience
Progress Monitor: for evaluation and objective reevaluation
Completion of Study Program
Basic Progress
Recycling

FIGURE 1

Process of Creating a Flowchart Model (adapted from Ryan, 1970)

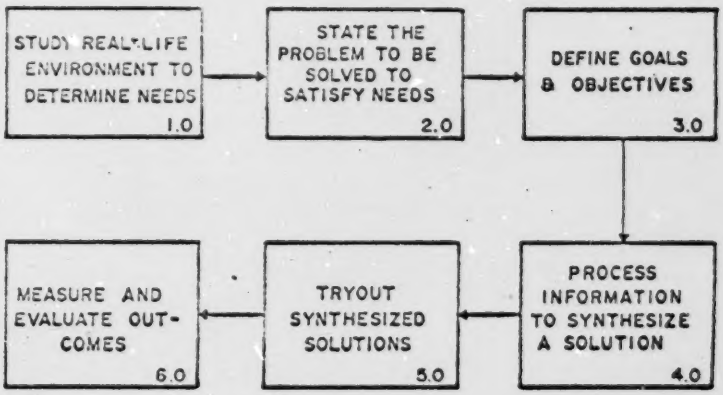


FIGURE 2

Counseling and Guidance Program Development System Model

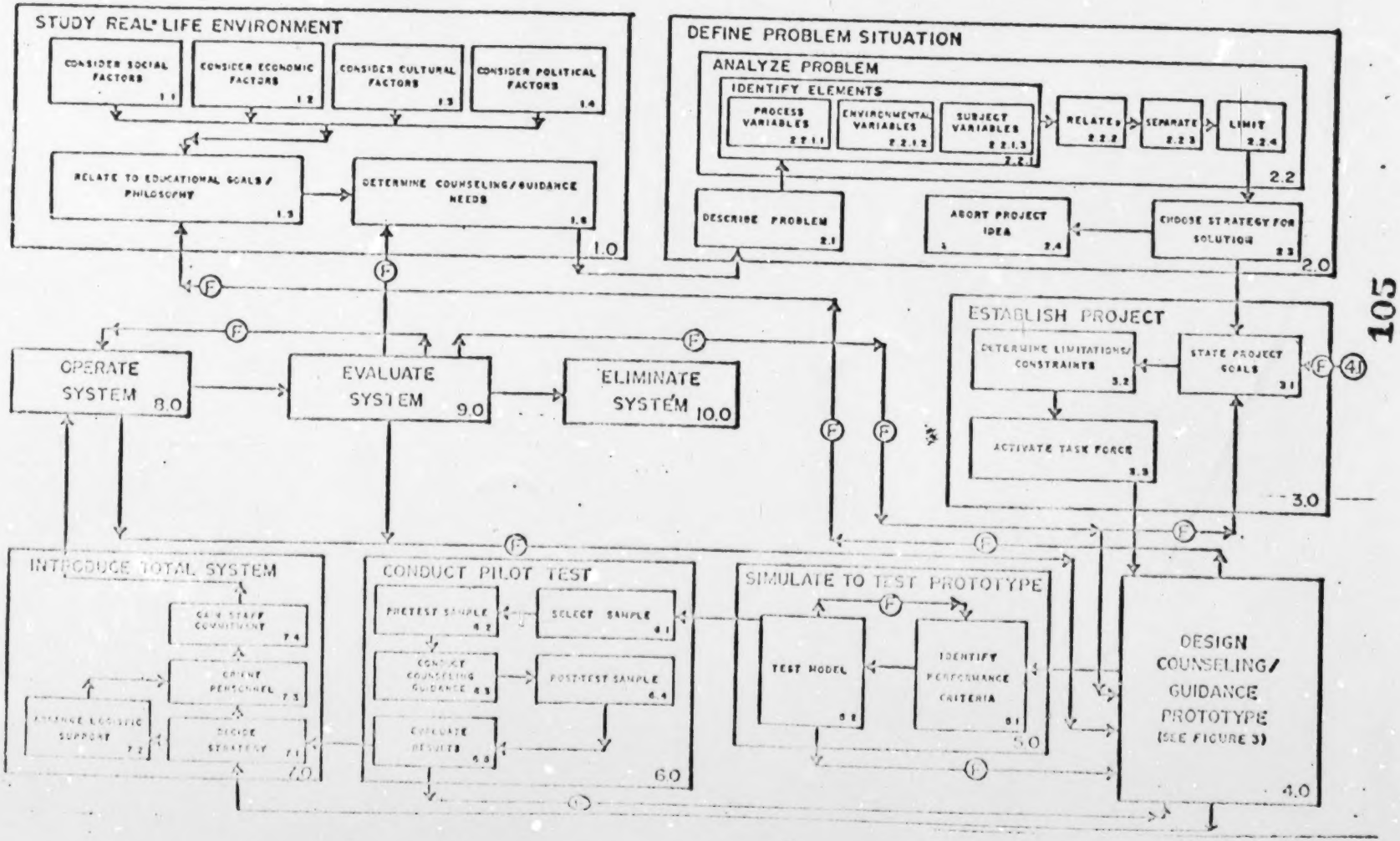
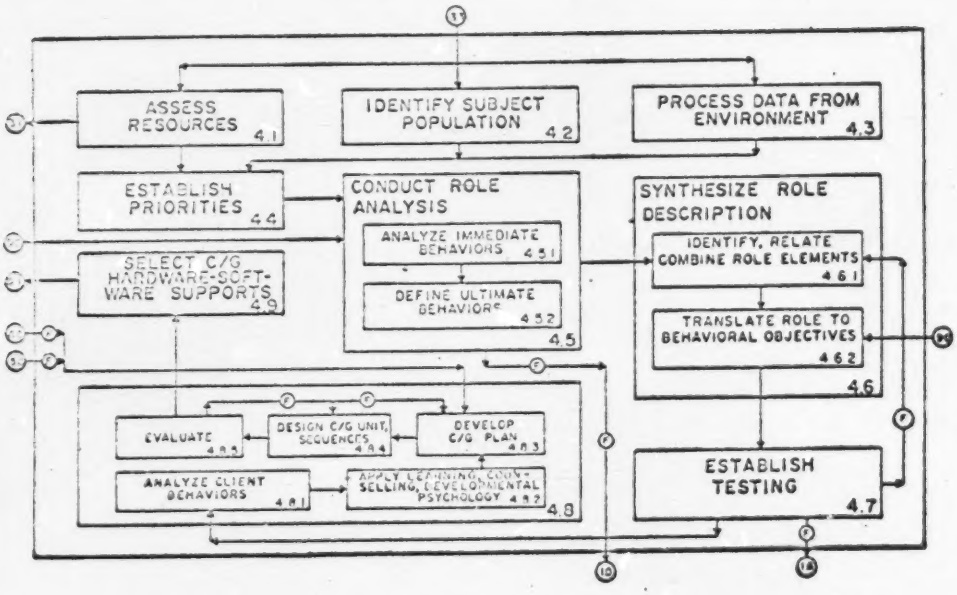


FIGURE 3

Design Counseling/Guidance Program Prototype



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